DOCUMENT RESUME

ED 346 880 IR 054 116

TITLE	Perspectives on Library Service Developments 1991.
INSTITUTION	New York State Library, Albany.
REPORT NO	ISSN-0006-7407
PUB DATE	91
NOTE	87p.
AVAILABLE FROM	Documents/Gift and Exchange, New York State Library, Albany, NY 12230 ($4; year's subscription $15).
PUB TYPE	Collected Works - Serials (022) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Reports - Descriptive (141)
JOURNAL CIT	Bookmark; v49 n4 Sum 1991
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Annual Reports; *Educational Change; Elementary Secondary Education; Federal Government; Futures (of Society); *Government Role; Higher Education; History; Library Automation; Library Education; *Library Role; *Library Services; Outreach Programs; Public Libraries; Research Libraries; School Libraries; State Libraries
IDENTIFIERS	America 2000; Columbus (Christopher); Columbus Quincentenary; New York State Library; Office of Educational Research and Improvement

ABSTRACT

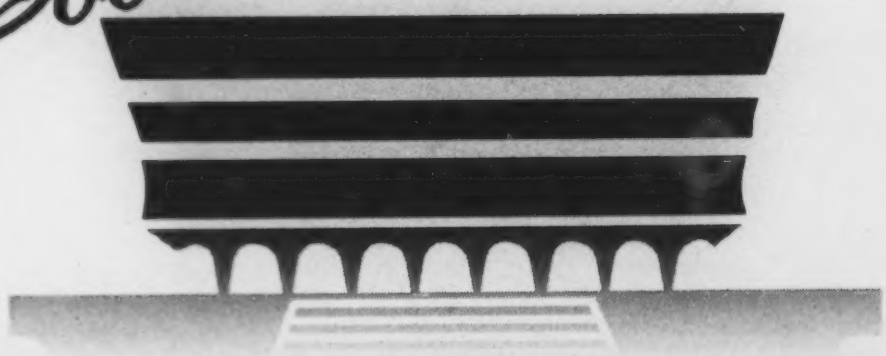
This theme issue of "The Bookmark" provides 1991 perspectives on several library service developments, including papers by three New Yorkers who played an important role in the White House Conference on Library and Information Services: Thomas Sobol, Commissioner of Education; Robert Wedgeworth, Dean of the School of Library Service at Columbia University; and Timothy Healy, President of the New York Public Library. Papers and reports in this issue include: (1) "Christopher Columbus Quincentenary Will Help New Yorkers Explore New Worlds" (an overview of library activities planned for the quincentenary and a schedule of exhibits); (2) "An Information-Sharing System for Students--The New York Experience" (a perspective on the first years of school library systems in New York State, Judith H. Higgins); (3) "Summary and Evaluation of the New York State LSCA (Library Services and Construction Act) Program, FY 1990"; (4) "Libraries, America 2000 and Education Reform" (Thomas Sobol); (5) "A Quiet Revolution and the Fragility of Graduate Library Education" (Robert Wedgeworth); (6) "The Research Library's Contribution to Democracy" (Timothy S. Healy); (7) "The U.S. Department of Education Office of Educational Research and Improvement, Library Services and America 2005" (chapter from a report prepared for the U.S. House of Representatives Subcommittee on Select Education of the Committee on Education and Labor, August 1991); (8) "Public Library Outreach Services" (Joseph F. Shubert); (9) "An Ideal Platform: Technology for Libraries" (Corinne Wightman); (10) "The Imagination Celebration Is 'Seeking New Horizons' in 1992" (Stephen Partisano); and (11) "The New York State Library: 1991" (a brief report of major accomplishments in the year ending March 31, 1991). (BBM)

ED346880

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

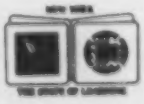
Summer 1991
Four Dollars

The Bookmark



NEW YORK STATE LIBRARY

Perspectives 1991



The University of the State of New York
The State Education Department
The New York State Library

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert M. Trombley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

R. CARLOS CARBALLADA, *Chancellor*, B.S.	Rochester
JORGE L. BATISTA, *Vice Chancellor*, B.A., J.D.	Bronx
WILLARD A. GENRICH, LL.B.	Buffalo
EMLYN I. GRIFFITH, A.B., J.D.	Rome
LAURA BRADLEY CHODOS, B.A., M.A.	Vischer Ferry
MARTIN C. BARELL, B.A., I.A., LL.B.	Muttontown
LOUISE P. MATTEONI, B.A., M.A., Ph.D.	Bayside
J. EDWARD MEYER, B.A., LL.B.	Chappaqua
FLOYD S. LINTON, A.B., M.A., M.P.A.	Miller Place
MIMI LEVIN LIEBER, B.A., M.A.	Manhattan
SHIRLEY C. BROWN, B.A., M.A., Ph.D.	Albany
NORMA GLUCK, B.A., M.S.W.	Manhattan
ADELAIDE L. SANFORD, B.A., M.A., P.D.	Hollis
WALTER COOPER, B.A., Ph.D.	Rochester
CARL T. HAYDEN, A.B., J.D.	Elmira
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D.	Staten Island

President of The University and Commissioner of Education
THOMAS SOBOL

Executive Deputy Commissioner of Education
THOMAS E. SHELDON

Deputy Commissioner for Cultural Education
CAROLE F. HUXLEY

Assistant Commissioner for Libraries and State Librarian
JOSEPH F. SHUBERT

Director of the State Library
JEROME YAVARKOVSKY

Director, Division of Library Development
ROBERTA G. CADE

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

PERSPECTIVES 1991

Volume 49 — Number IV
Summer 1991

ISSN 0006-7407

Editors
Joseph F. Shubert and
E. J. Josey

Issued quarterly by The State Education Department, New York State Library, Albany. Sent on exchange to libraries. Individual subscriptions within the United States, Canada and Mexico are $15.00 a year; $4.00 a copy. Annual subscriptions outside of the United States, Canada and Mexico are $20.00; $8.00 a copy. Subscriptions are available from Documents/Gift and Exchange, New York State Library, Albany, New York 12230. Make checks payable to *New York State Library.*

The Bookmark is indexed in Library Literature, Public Affairs Information Service and *CALL* (Current Awareness - Library Literature).

The Bookmark

CONTENTS

216 Introduction: Perspectives 1991 *By Joseph F. Shubert*

217 Christopher Columbus Quincentenary Will Help New Yorkers Explore New Worlds

222 An Information-Sharing System for Students — The New York Experience *By Judith H. Higgins*

229 Summary and Evaluation of the New York State LSCA Program, FY 1990

255 Libraries, America 2000 and Education Reform *By Thomas Sobol*

262 A Quiet Revolution and the Fragility of Graduate Library Education *By Robert Wedgeworth*

264 The Research Library's Contribution to Democracy *By Timothy S. Healy*

266 The U.S. Department of Education Office of Educational Research and Improvement, Library Services and America 2005

271 Public Library Outreach Services *By Joseph F. Shubert*

279 An Ideal Platform: Technology for Libraries *By Corinne Wightman*

282 The Imagination Celebration is "Seeking New Horizons" in 1992 *By Stephen Partisano*

The New York State Library: 1991 (center section)

Briefer Information Mary Redmond and New York State Library Win "Documents to the People" Award, 265; Foley Papers Given to New York State Library, 270; Research Residency Awards for 1991, 281; Clarification Rosendale, 284; Coming in *The Bookmark*, 285.

PERSPECTIVES 1991

This issue of *The Bookmark* provides 1991 perspectives on several library service developments. The July 1991 White House Conference on Library and Information Services should be seen in the future as one of the most significant of 1991 events. We are pleased to present in this issue papers by three New Yorkers who played important roles at the Conference and in the events leading up to it: Commissioner of Education Thomas Sobol and Robert Wedgeworth, who were both members of Governor Cuomo's Commission on Libraries and delegates to the White House Conference, and Timothy Healy, who was a member of the Governor's Commission. Mr. Wedgeworth is Dean of the School of Library Service at Columbia University and Dr. Healy is President of The New York Public Library.

In the lead article, on the Columbus Quincentenary, we quote Mrs. Matilda Cuomo, Chair of the Quincentenary Commission, who notes the opportunity for a 1992 perspective to the future as well as over voyages of 500 years ago. Judith H. Higgins provides her perspective on the first years of school library systems in New York State.

Two other papers look ahead, particularly in the way in which research and technology will affect the capacity of libraries. The first of these is a chapter from *American 2005*, a thoughtful report prepared for the United States House of Representatives Subcommittee on Select Edcuation, chaired by Congressman Major R. Owens. The other is a statement on library technology by Corrinne Wightman, Director of the Oneida County BOCES School Library System. Stephen Partiasano reports on plans for the 1992 Imagination Celebration.

This issue also includes *The New York State Library: 1991* and the report of the New York State Federal Library Services and Construction Act program for FY 1990 (the year that ended September 30, 1990). An important perspective on Congressional interest in library services is provided by the fact that, despite the Administration's recommendation to end Federal support of library programs, Congress this summer made clear that both the LSCA program and the Higher Education Act program should continue to be funded.

Editor

CHRISTOPHER COLUMBUS QUINCENTENARY WILL HELP NEW YORKERS EXPLORE NEW WORLDS

Throughout New York State in 1992, events encouraged by the New York State Christopher Columbus Quincentenary will help New Yorkers explore new worlds of the past, present and future. First Lady Matilda R. Cuomo, Chair of the Quincentenary Commission, calls the quincentenary "our signpost in time...a marker of where we were and where we are" that will guide a journey and quest for a new and better world. Public, academic, school and special libraries throughout New York State have an opportunity to help their communities participate in these events and discussions.

SEEDS OF CHANGE

The Buffalo and Erie County Public Library and the Queens Library in New York City will host "Seeds of Change," the Smithsonian's major traveling exhibit of 1992-93. The exhibit will be based upon the Quincentenary exhibit that opens at the Smithsonian Institution in Washington in October 1991. Using five "seeds" — corn, disease, sugar, the potato and the horse — as case studies, "Seeds of Change" explores the global changes, both good and bad, that were set in motion by Columbus' voyages 500 years ago.

The traveling exhibit is sponsored by the American Library Association, the Smithsonian Institution Traveling Exhibition Service and the Federation of State Humanities Councils. The American Library Association is producing reading lists, discussion program materials, posters and other materials.

"Seeds of Change" will be shown in Buffalo at the Buffalo and Erie County Public Library from October 24-November 22, 1992, and in Queens from December 12, 1992-January 10, 1993.

EXPLORE NEW WORLDS — READ!

The American Library Association is developing materials for four new "Let's Talk About It" themes related to the quincentenary for use in 1992 and 1993. These include "Sovereign Worlds," Native Peoples Reclaim their Lives and Heritage; "Isabella's Sisters," Women Creating Worlds; and "New American Worlds," Writing the Hemisphere, and "Seeds of Change." Attractive pamphlets, each introducing the theme and five books, ranging from *Custer Died for Your Sins: An Indian Manifesto* by Vine Deloria, Jr., to *One Hundred Years of Solitude* by Gabriel García Márquez. The thoughtful introductory essays and introductions to the readings are designed to facilitate discussion programs. Paperback editions of the books are also available at nominal cost.

In addition to reading programs associated with "Seeds of Change," some schools and libraries will tie quincentenary themes to reading promotion. The Library of Congress has announced that the theme of the 1992 national reading promotion of the Center for the Book will be "Explore New Worlds — READ!" Throughout 1992, both the Center of the Book of the Library of Congress and the American Library Association will be publishing reading promotion materials, reading lists and essays related to the quincentenary. ALA and the Library of Congress are partners in publishing a striking poster by award-winning illustrator Patricia Polacco and bookmarks using the "Explore New Worlds — READ!" theme. New York's first statewide summer reading program, "New York is Reading Country," can also be tied to the national theme.

Exhibits, programs and festivals are likely to be held in "Quincentenary Communities" across the State. These include Albany, Buffalo, the Chappaqua Library, Columbus, Dutchess County, Mt. Kisco, Niagara Falls, Onondaga County and the City of Syracuse, Plattsburgh, Poughkeepsie, Queens, Rochester, Rome Historical Society, Schenectady, Troy, Watertown, Weedsport and Yonkers. The Southern Adirondack Library System is publishing a quincentenary poster, which member libraries will use in reading promotion.

LET'S TALK ABOUT IT

READING AND DISCUSSION PROGRAMS

Columbus' landing on Española, as envisioned by engraver Theodore de Bry in 1594. New York Public Library

"Seeds of Change"
In this theme, biology meets biography: How do we react to Columbus' legacy – both good and bad? Readings include *The Crown of Columbus* by Michael Dorris and Louise Erdrich and *Christopher Columbus, Mariner* by Samuel Eliot Morison.

"Sovereign Worlds"
How have the worlds of native American peoples remained "sovereign" in some sense, as reflected in history and literature? Readings include *Custer Died for Your Sins* by Vine Deloria, Jr. and *The Indian Lawyer* by James Welch.

"New American Worlds"
This theme focuses on ways in which writers throughout the Americas have formulated imaginative visions of new worlds that help define the American experience. Readings include *One Hundred Years of Solitude* by Gabriel Garcia Marquez and *The Handmaid's Tale* by Margaret Atwood.

"Isabella's Sisters"
This theme looks at the legacy of women who have envisioned new worlds or new social orders. Readings include *Jazz Cleopatra: Josephine Baker in Her Time* by Phyllis Rose and *A Biography of Frida Kahlo* by Hayden Herrera.

The year-long 1991 Imagination Celebration will use "Seeking New Horizons" as a quincentenary theme. This statewide arts-in-education program of the Kennedy Center now involves hundreds of thousands of students, teachers, parents, artists and members of the general public in New York State. The Mini-Imagination Celebrations in 10 regional sites (Albany, Binghamton, Buffalo, the Bronx, Manhattan, Niagara Falls, Plattsburgh, Suffolk County, Syracuse and Westchester County) involve public, private and parochial schools in the history and impact of Columbus and interpreting their significance through the arts. The Imagination Celebration will also work on the quincentenary with public libraries.

The Quincentenary Commission is encouraging statewide organizations and communities to explore programs that recognize ethnic and immigrant contributions to the New York's rich multicultural heritage. This will have added meaning as the nation concurrently observes in 1992 the Centennial of Ellis Island, gateway for a large share of the nation's immigrants.

The Rensselaerswijck Seminar (an annual conference of the New Netherland Project, sponsored by the New York State Library) will commemorate the quincentenary by examining the theme, "The Dutch and the Age of Exploration." The one-day conference will be held at the Cultural Education Center in Albany on September 19, 1992. Five speakers will present the latest research on the rise of the Netherlands as a global seafaring nation and the establishment of the commercial companies; Hendrick Hudson's exploration; early mapping of New Netherland; early Dutch exploration and trading operations along the Connecticut and Rhode Island coast; and innovative Dutch shipbuilding techniques.

EXPLORING ETHNIC AND IMMIGRANT CONTRIBUTIONS

Under the direction of Shirley Remeneski, Executive Director of the Governor's Office for Hispanic Affairs and a delegate to the 1991 White House Conference on Library and Information Services, the leadership of Hispanic organizations throughout the State will work with the Commission to initiate and support quincentenary programs for 1992. The Office of Hispanic Affairs will sponsor an essay contest that encourages high school students to examine their roots and the consequences of the Columbian exchange. The Hispanic Heritage Committee is developing a poster depicting the various Hispanic communities and their connection to the quincentenary.

An Italian American Committee of the Quincentenary Commission will increase awareness of Christopher Columbus and greater understanding of the heritage and legacy of Italian Americans. The committee, which includes leaders of some 50 Italian American organizations, is chaired by RoseMarie Gallina, the Governor's Assistant for Ethnic Affairs. Reading and educational programs can be tied to most of the programs statewide organizations are undertaking.

The New York Council for the Humanities is making available a large photographic exhibition,"Voyages to Freedom." This exhibit, prepared by the Anti-Defamation League, underscores the dramatic participation of Jews in the age of discovery and the development of Latin America and the Caribbean through four themes. "Latin American migration" shows how Jewish immigrants worked at all levels of society — including farmers, cowboys, factory workers and peddlers — as they

The quincentenary offers opportunities for innovated and creative scholarship as well as for the reconsideration of previously unchallenged historical material. It will bring history to life as never before. The implications of Columbus' voyages have inspired serious study by historians, biographers, educators, sociologists, geographers, aerospace and nautical scientists, environmentalists, and ethologists. Since its inception in 1988, the Commission has highlighted the rich multicultural and multiethnic world that came into being when Columbus' epic voyage brought together the disparate civilizations of the Old and New Worlds. From Montauk Point to New York City to Niagara Falls, exhibits, performances symposia and commemorative events will convey the sense of wonder and adventure and the important lessons inherent in this anniversary.

— Matilda R. Cuomo, Chair, New York State Christopher Columbus Quincentenary Commission.

BEST COPY AVAILABLE

found haven in Latin America and the Caribbean. Other themes explore family and communal life, economic and cultural development, and relations between Jews and their neighbors. Libraries and organizations may purchase the exhibit from the Council at 198 Broadway, New York, NY 1038. The exhibition, including video tapes, is also available for rental. *See also the June 16-August 7, 1992 listing of "Voyages to Freedom," below.*

MANY EXHIBITS

In addition to "Seeds of Change," quincentenary exhibits include:

November 20, 1991-December 1992, "The Sephardic Journey: 1492-1992," Yeshiva University Museum, 2520 Amsterdam Avenue, New York City. An exhibition of over 1,000 religious and cultural objects, photographs, paintings, costumes and documents originating from Turkey, Greece, Iran, Morocco, Bulgaria, Israel, Curaçao, Syria, Yugoslavia and Western Europe. Contact: Sylvia Herskowitz (212) 960-5390.

January 29-March 29, 1992. *Guaman Poma de Ayala: The Colonial Art of the Andean Author*, the *Americas Society* galleries at 680 Park Avenue, New York City. The exhibit is part of a series of programs exploring some of the cultural consequences of the encounter between Europeans and America's indigenous populations after 1492. It includes a masterpiece of Peru's early Colonial Period, the *Primer nueva coronica y buen gobierno* (c. 1615). Contact: Barbara Burger (212) 249-8950.

February 26-May 8, 1992, *Hispanic Society of America*, 613 West 155 Street, New York City. Manuscripts, maps and charts, globes, atlases and rare printed items related to navigation and cartography between 1450 and 1892 from the Society's collections. Contact: Sandra Sider (212) 926-2234.

March 11-April 26, 1992, "Adios Columbus," *Hillwood Art Museum of Long Island University*, C.W. Post Campus, Northern Blvd., Brookville, New York 11548. Art by ten Hispanic women of Columbian, Dominican, Puerto Rican, Cuban and Venezuelan heritages. Contact: Dr. Judy Collichan, Director, (516) 299-2788.

June 16-August 7, 1992, "Voyages to Freedom: 500 Years of Jewish Life in Latin America," *Mina Rees Library Gallery, the Graduate Center, City University of New York*, 33 West 42nd Street, New York City. *The Jarkow Institute for Latin America of the Anti-Defamation League of B'nai B'rith* is sponsoring this exhibition of 350 artifacts, photographs and texts from Latin America, Israel and the United States marking the quincentenary of Columbus' encounter with the New World and the expulsion of Jews from Spain. Exhibit themes of migration, family and communal life, economy and culture, and Jews and their neighbors detail the presence and the achievements of Jews who participated in the development of Latin American civilization and culture. Contact: Michael Riff (212) 490-2525.

July 4-August 30, 1992, "Columbus's Great Experiment," *New York Hall of Science*, 47-01 111th Street, Corona, Queens. A hands-on traveling exhibit, appearing to be part of the deck of a 15th century ship. Visitors will be able to "board the Nina" and take a turn navigating, steering and keeping track of their position at sea. The exhibit has four themes: 1) The Old World — Columbus in Italy, Portugal and Spain; 2) The New World — the civilization of native Americans and the impact of European colonization; 3) Columbus's Experiment — what he tried to do, what he did and how he did it; and 4) The Interplay between science and technology. Contact: Theodore H. Ansbacher (718) 699-0005.

September 17, 1992-January 3, 1993. *"Discoveries: The Folk Art of Latin America,"* Museum of American Folk Art, The Eva and Morris Feld Gallery, 2 Lincoln

The New York State Christopher Columbus Quincentenary Commission

Mario M. Cuomo, Governor
Matilda Raffa Cuomo, Chairperson
Vincent Tese, Honorary Chairperson
John Brademas
Peter A. Cohen
Alfonse M. D'Amato
Angier B. Duke
Theodore J. Forstmann
Mario J. Gabelli
Danielle Gardner
Richard N. Gardner
Yvonne J. Graham
Kitty Carlisle Hart
John F. Hudacs
Mrs. Peter D. Kiernan
Joseph A. Laria
Isabelle Leeds
Leon Levy
Tarky J. Lombardi, Jr.
George H. Madison
John J. Marchi
Anthony M. Masiello
Olga A. Mendez
Hugo M. Morales
Daniel P. Moynihan
Ronald B. Odrich
George Onorato
William F. Passannante
Eugene T. Reville
Louise Riggio
Dennis Rivera
Mrs. Nelson A. Rockefeller
Frederic V. Salerno
Jose E. Serrano
Thomas Sobol
Vincent Tese
Carolyn Wall
Franklin E. White
Minerva White
Mrs. Whitney M. Young
Junnko T. Haverlick

Square, New York, New York 10023. Santos (holy image for church or household use), recognized as an authentic form of folk art, have been avidly collected for years. Columbus left the mark of his religious attitude by naming Caribbean Islands after specific saints. A travelling exhibit in 1992 will give visual interpretation of the sculptures made by self-taught "santeros" and honor Spanish settlers who colonized Puerto Rico. Contact: Alice Hoffman (212) 977-7170.

September 19, 1992-January 9, 1993, Three major exhibits at The New York Public Library, 5th Avenue and 42nd Street, New York City. Contact: Tara Phethean (212) 221-7676.

(1) **"New Worlds, Ancient Texts: The Cultural Impact of an Encounter,"** *The New York Public Library,* Gottesman Hall, This exhibit reveals fresh insights about how the voyages of exploration brought complex changes in established systems of European thought and learning. It includes more than 200 extraordinary items from the manuscripts, maps, prints and engravings, and other resources of the Library. The "book wheel," a five-foot replica of Ramelli's ingenious machine, will be the centerpiece of the exhibit, which is curated by Professor Anthony Grafton of Princeton University and preeminent scholar in Renaissance studies.

(2) **"Mapping the New World,"** The New York Public Library, Edna Barnes Salomon Room. This exhibit examines the overwhelming change in the depiction of global geography from the 16th century through vivid, rare and detailed maps.

(3) **"Natvie Americans in Prints and Photographs: 400 Years of Images from the Collections of The New York Public library.** The New York Public Library, Third Floor Gallery. This exhibit of engravings, drawings and photographs traces the depiction of Native Americans to contemporary photographs.

September 20-December 20, 1992 [tentative dates] "Convivencia: Jews, Muslims, and Christians in Medieval Iberia," *Jewish Museum,* 170 Central Park West, New York City. An exploration of the interaction of Christian, Jewish and Islamic peoples and cultures in medieval Iberia between 711 and 1492. The exhibit will include illuminated manuscripts, textiles, ceramics, metalwork, architectural fragments, scientific instruments and documents from collections in the United States, Europe and Israel. Contact: Alex Wittenberg (212) 399-3344.

September 21-October 30, 1992. "Maps of Exploration," New York State Library, Albany, NY. This exhibit will include books and maps from the period of exploration. Contact: GladysAnn Wells (518) 474-4660.

For more information about the Quincentenary and how your library and community might participate, contact:

Junnko Haverlick, Director
New York State Christopher Columbus Quincentenary Commission
4 Burnett Boulevard
Poughkeepsie, NY 12603
Phone (914) 431-5913
FAX (914) 431-5971

AN INFORMATION-SHARING SYSTEM FOR STUDENTS — THE NEW YORK EXPERIENCE

By Judith H. Higgins

In 1984, the U.S. Department of Education Office of Library Programs published Alliance for Excellence, a report which recommended that "...librarians at local, state and national levels develop and implement plans to share the resources and services of their institution in support of education and lifelong learning."[1] In New York State, the school library community was already deeply involved in a pilot program for just such resource sharing. From that pilot program has gown a remarkable network of 46 school library systems serving the nearly three million children in public and nonpublic schools of our State. It is a network dedicated to the idea of the school library as a center for lifelong learning.

The idea of networking between public or research libraries and school libraries in New York State was advanced in 1978 when the Board of Regents proposed legislation to encourage the sharing of school library resources and to bring school libraries into resource sharing with all other types of libraries.[2] The initial step came in 1979, with the funding of 12 pilot projects to establish links between individual schools in a geographic area and to bring them, in turn, into contact with both the public and the reference and research library resources systems. Between 1979 and 1984, the pilot projects clearly demonstrated how resource sharing could improve student access to information.[3]

In 1984, the Legislature enacted permanent legislation authorizing school library systems in the five "big city" school districts (New York City, Buffalo, Rochester, Syracuse and Yonkers) and the then 43 Boards of Cooperative Educational Services (the regional education units which offer shared services to the public schools and are popularly known as the BOCES). By 1985, the big cities and all the BOCES had functioning school library systems!

It is now difficult to imagine life without these systems. What Sive, in her excellent report on school library networking, called the "unseen majority"[4] — for school libraries account for two-thirds of America's libraries — is now a visible force in New York, a force with two prime objectives:

- to bring schools into the mainstream of library service in a large, diverse State.
- to enable students, regardless of their grade level, their ability level, or the wealth and location of their school, to share in the library resources of New York State and, when appropriate, resources beyond the State's boundaries.

The student is no longer limited in his/her quest by a school library with an inadequate budget or by inability to visit a larger library collection. In the words of one of our students, students now have the ability to access "real libraries."

Every public and nonpublic school in New York State is eligible to participate in one of the school library systems, and all but 25 of our 719 public school districts belong, including "special act districts" that serve special populations such as the handicapped. The only cost to the school district is the library staff's time. Schools that are nonparticipants are still invited to all activities.

THE MANDATES

Following the authorization of permanent school library systems as part of the 1984 comprehensive library law, the Regents approved Section 90.18 "School Library Systems" in Commissioner's Regulations. This section defined the systems, described their governance and staffing, spelled out the functions of the System Coordinator — whose title is now Director — and set up the requirements for these systems. Each system must:

1. Create a union catalog of school library resources, with data to be in a form (a full MARC record) compatible with the databases of other library systems in the State.
2. Establish interlibrary loan policies and procedures to share requested material.
3. Establish effective delivery systems for interlibrary loan.
4. Develop a cooperative collection development plan.
5. Plan professional staff development through continuing education activities.
6. Make librarians, teachers and administrators aware of the system's resources.

These tasks were to be executed by a full-time Director and a full-time clerk working with a volunteer Council of at least nine persons. Each Council must include representatives of the members of the school library system and school administrators and of the public library system and the RRLRS system in the area. Council members would

serve three-year terms, with one-third of these members rotating off each year. They serve without compensation.

THE PLAN OF SERVICE

Each system is required to provide a three-year plan of service that explains how these mandates will be carried out. The Commissioner's Regulations specify precisely what will be in those Plans of Service.[5] For example:

1. Identifying all school districts and nonpublic schools and their libraries within the service area of the School Library System and the means by which the System will encourage membership.
2. The policies and procedures to be used for selecting the Council members, to assure that it is broadly representative of both providers and users of library service.
3. The means of locating materials within the participants' libraries through a machine-readable catalog consistent with the standards for regional bibliographic databases.
4. Procedures for accepting, verifying and responding to interlibrary loan requests and a description of the delivery system for sharing these materials.

GOVERNANCE

Each system was given leeway to act on its own, looking at needs in its area, working with the other library systems, and using the technologies that seemed most logical in view of local conditions. The BOCES or city superintendent, sometimes with input from the Council or other advisors, would select the director of the system. The BOCES or big city system also acts as the fiscal agent for each System: that is, all State funds come through them, and it submits the required Plan of Service.

The director (a certified school library media specialist who is also certified as a school administrator and supervisor) and a clerk carry out the day-to-day work. The director works with the Council, which meets at least four times a year, and with committees within the Council that meet much more frequently.

The members of each school library system are actually the districts, rather than the individual schools, except in the case of nonpublic schools. Finally, each school district has liaisons — librarians appointed to keep all the school librarians in each district informed of System plans and activities.

When the systems offered database searching or brought new technology into their buildings, we went up a notch in the estimation of principals and superintendents.

FUNDING

The New York State Legislature appropriates nearly $72 million for libraries and library systems.[6] Of this, $5.1 million is appropriated for school library systems. In 1985-86, the State Legislature had appropriated $3.9 million, based upon the 1984 statute that allocated funds to each system on the basis of the total enrollment of public and nonpublic schools in each service area.

In 1986, upon the recommendation of the Regents, the Legislature approved formula funding, begun in 1986-87, to take into account radical differences in the service areas. The formula includes a base grant and payments based on the number of pupils, the square miles in the service area and the number of member districts.

For many systems, funding is the overriding continuing problem. The cost of salaries plus benefits for the director and clerk in the systems, which at first consumed about 50 percent of each budget, rose to nearly 70 percent in 1987-88, leaving little or, in some cases, nothing to carry out the service mandates.[7] One director has remarked that the mandates were laudable; they set high standards right at the start, but the funding has never been there.

THE RESULTS THUS FAR

The first job was the creation of a MARC-standard union catalog for each system. The Councils and/or the director had to choose a bibliographic utility and decide what Dewey areas to enter into the database first. As of June 1988, more than two million monographic titles had been entered in these databases, but an estimated 21 million records (holdings) remain to be entered.[8]

Computer terminals are not yet the rule in our school libraries. The money is simply not there. In 1987, we polled our system membership about the equipment in each library. Twice as many schools had microfiche readers as had computers. In a relatively affluent area, only eight schools had computerized circulation systems, and only five had automated catalogs in various stages of completion.

Despite our first Council's endorsement of an online catalog of our holdings, after several years without giving the schools access to what they had sent in, we decided to pay for the production of a COMCAT (Computer output Microfiche Catalog). Each member district received one copy. Each entry in this dictionary-format catalog includes the code or codes of the holding library or libraries.

As of June 1988, 11 systems provided online access to monographs, 3 had paper catalogs, 5 offered CD-ROM and the majority, 36, offered microfiche to their members.

ACCESS TO SERIALS

As students achieve better access to periodical citations through CD-ROM indexes and online searching, the number of requests for magazines has grown

tremendously. Periodical budgets have not grown at the same pace and access to magazines through union lists of periodicals is essential.

To find out what schools already held, each school was asked to send in its list of periodical holdings, leading to simple union lists in paper form. In 1987, our Council voted to take part in a paper regional list of all public, academic, and school libraries in our county. This became a three-volume work, with new holding codes based on OCLC designations. But serials come and go, and space for keeping back issues may be limited. We needed a more current list. Our director asked our reference and research library resources system, METRO, to produce a list of the holdings of our own and the two adjacent school library systems. For reasons of economy, a number of systems have developed such merged union lists.

The value of this decision was brought home to me recently when an eighth-grader chose as her topic for magazine research "How to Take Care of Your Horse." Ours is a district where the pickup truck is far commoner than the horse. Using Wilsondisc, we found just the right article in a magazine called Blair and Ketchum's Country Journal. Only one school, in the system just to the north where horse owning is more common, held that magazine. Two days later she had the article.

INTERLIBRARY LOAN

It is good news to other libraries that 85 to 90 percent of the interlibrary loans currently being made by school libraries are handled within their own school library systems. The number of items requested has increased from 64,000 in 1985-86, the first year of the systems, to 169,000 for the 1987-88 year.[9] In our own system, with 33 member districts and 46 nonpublic schools, the number of items requested and loaned grew from 880 to 3,069 in three years.

As union catalogs have grown, so has potential access to other collections. Interlibrary loan may well be the most important service element of the systems, both to students and to their teachers. All libraries have some unique titles to share, especially important as books now go out of print rapidly.

Loan requests are made by phone, in writing or by electronic bulletin board. It will soon be done by FAX between the Buffalo School Library System office and one of its high schools. The particular high school was chosen because it had a consistent periodical collection and because it had become a "net lender" to smaller colleges in the Buffalo area. The Buffalo System Director believes that it is important for her system to be able to lend as well as borrow: "It's a matter of pride for us to do our share. We don't want to be the poor relations in the State library system."[10]

With regional union lists of serials now in existence throughout the State, we are able to request materials from a college or public library. If the need is for a magazine article and the location is known, the school librarian fills out the standard American Library Association ILL request form, includes a label and mails it.

If a book is needed, the union catalog database is consulted first. If the database is limited to schools and no school holds that title, the request goes to system headquarters. The clerk or director accesses whatever databases are available and searches for libraries holding that title. If the title is not found, the request goes to the regional clearinghouse designated by the RRLRS system and they obtain the title either within the region or from the State Library or beyond.

Sometimes the search goes far beyond, and the student or teacher is dazzled by our new resources, as in the case of a technology teacher who needed to examine a specific textbook he was considering for a new curriculum. There is no examination center for texts in our area and the clearinghouse checked the OCLC database and, within two weeks, the book came in from an Ohio university.

All of us have the challenge of educating students to plan ahead. Beatrice Angus, a system director whose area contains 10 rural or small city school districts but covers 756 square miles, has put it well: "The students now have a responsibility to plan so that we have the time to get the material for them."[11] The student who comes up with a dozen magazine citations only to learn that we carry only six of the magazines need not go away discouraged if he or she gives us lead time.

THE DELIVERY SYSTEM

Knowing that a book or article exists is half the battle; the other half is getting it to the student, especially to the younger, less mobile student. A description of the delivery system must be included in each system's plan of service, and the systems have responded ingeniously. While photocopies of articles can be mailed, or, more recently, FAXED, books are sent during film/video deliveries by United Parcel Service, by school district bus drivers and by student couriers, or sometimes by students who attend BOCES educational programs. The delivery system may also be informal; e.g., the director or clerk will drop off a book on the way home, or items may be exchanged at Council meetings or workshops. Delivery may be daily, biweekly or weekly. In addition, the systems interlock with the delivery systems of the public and RRLRS libraries, since it may be faster for them to send a book to a system office on their truck than to risk the U.S. mail.

COOPERATIVE COLLECTION DEVELOPMENT

The mandate for each system to develop a plan for

cooperative collection development (CCD) has been followed in varying degrees. In New York City, there were already strong special collections in some schools. Forty-nine special collections, including both print and non-print, now exist, ranging from Biology at the famed Bronx High School of Science to Asian Countries at Seward Park High School and Fashion and Costume at the High School of Fashion Industries.

At last the small district, because of its membership in the system, has access to information and has clout.

The Madison-Oneida System has coordinated collection of monographs in the area of literature and literary criticism (the topic chosen by its members), and they have designated depository libraries for periodicals already held by members. This provides coverage of selected titles in the *Readers' Guide* and in *Children's Magazine Index*. About one-quarter of the systems have plans for cooperative collection of monographs as well as serials.

There has been no special funding earmarked for cooperative collection development. Instead, the schools that agree to participate agree to collect in a special area and continue to collect, knowing that another school can and will support them with in-depth material in a different subject area. CCD does not supplant building a core collection, but it assures the members that somewhere nearby there are materials in-depth on the subject that, with advance warning, may be borrowed to broaden the number of resources available.

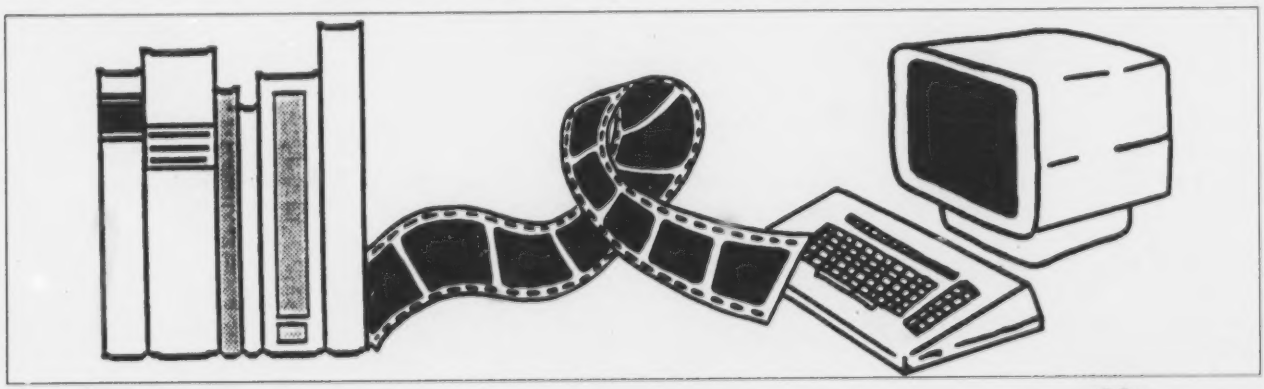
AWARENESS OF RESOURCES AND SERVICES

Until the systems were formed, we were all but invisible to some teachers and administrators. The plan of service was to include "the procedures for promoting awareness among system members and participants." With the visit of the school library system director and work on the part of the liaisons, many principals and superintendents became aware we existed. When the systems offered database searching or brought new technology into their buildings on loan (at no cost), we went up a notch in their estimation. The director's role as consultant is invaluable; schools looking for help now know where to turn. It is he or she who is able to get out to important local, State and national meetings and learn of programs or technical developments that will help building-level librarians and teachers.

The director is also the conduit for information from public and academic libraries or their systems. Children's and young-adult book reviews prepared for public libraries in our county are now circulated to us. We hope to have these collections of new books put in a central location for our members to examine. We hold joint programs with public librarians or members of adjoining school library systems, and, with financial support from each system, stronger programs can be presented. One of our most successful programs in 1989, on the subject of picture books, was cosponsored with the education department of a local college and the public library system and featured Ethel Heins, former editor of the *Horn Book* magazine.

The plan of service requires a description of "procedures for encouraging communication among members and participants regarding effective practices and cooperative projects." For each system, this has meant a newsletter sent to all members either directly or through the liaison. These newsletters include calendars of local, regional, State and national library meetings; lists of recommended professional reading or new media; explanations of topics such as MARC records or Local Area Networks (LANS); news of State legislation for libraries; graduate courses of interest to school librarians; reports on what is new in automation; and articles on new professionals in the system.

At last the small district, because of its membership in the system, has access to information and has clout. And at last the building person has an advocate to make



each individual superintendent and each Board of Education aware of what kind of library services can be provided if they will lend their support.

STAFF DEVELOPMENT

The plan of service also required a statement of how the system would "assure continuing needs assessment and program development, including staff development needs." Staff development was and is a crucial area because of the isolation of school library professionals. Hitherto, we were on our own, designing our own "continuing education." With the advent of the systems, committees or councils addressed the problem.

The suburban Nassau School Library System took one of the most systematic approaches to staff development, and was recognized nationally for its accomplishment as a co-recipient of the 1988 American Association of School Librarians/ABC-Clio Leadership Development Award. With 56 school districts and 207 librarian members, Nassau had always turned out many people for its full-day staff development meetings, but the speakers seemed to have no impact on the way that the librarians performed their jobs in their schools. Using $194 left in the system budget in 1986, director Carol Kroll surveyed the members and identified "a general feeling of discontent about the lack of regard for media specialists and about the way they were treated at the school site."[12]

Kroll and Kenneth J. Tewel, of Queens College/CUNY, decided to assemble a planning team of interested librarians to review the survey, target goals for staff development and suggest strategies for reaching those goals. Over the summer of 1986, 15 school librarians met, complaining that administrators ignored them or did not consider them part of the school's professional community and had no knowledge of how to use them as a resource. Research with principals and other administrators confirmed these complaints.

The planning team decided that the first job in staff development was to reframe the librarians' view of themselves so they did not feel ineffectual — the librarian was to become proactive rather than reactive. The planning team divided Nassau County into regional clusters, each cluster to be led by two facilitators who took part in two leadership-training sessions to enable them to address group concerns. In all-day sessions, the facilitators concentrated on skills that would make the librarians proactive. The cluster groups then met, working with five simulated situations in which their strategies to become proactive were developed. One of these sessions examined teachers' and administrators' views of librarians and how library professionals can re-position themselves in the school power structure.

Kroll noted some immediate outcomes. Foremost was a marked increase in support for the librarians by district superintendents. And the librarians became active. Two of them taught a course on the use of library management software; in-service courses on critical thinking skills and one on the uses of storytelling were requested and offered; and a group of elementary librarians organized their own committee to design a new course for a local university. At the same time, the building people became more involved in their own districts and better able to lobby on behalf of their programs.

A project in our system has helped us develop professionally and has given our upper-level students (and some teachers) direct and continuous help. Our enterprising director made it possible for any library with a computer and a modem and telephone to access a regional database system called Multi-PALS. Offered by the Information Services Division of our county government, Multi-PALS has seven databases. The three most used by high schools are the book collections in 21 academic libraries and one centrally-located public library; a database of local-news articles from local newspapers and *The New York Times*; and the union list of serials.

Multi-PALS is important because it has developed not only my faculty's knowledge of resources outside our walls but our students' sense of what is out there. We were able to subscribe to this group of databases for an initial flat fee of less than $200 a year, with no limitations on the amount of use.

THE ACHIEVEMENTS

The achievements of the school library systems may be measured in several ways. In numbers, there were more than 2 million monographic titles in the databases in machine-readable form as of June 1988, and more than 26,000 serial titles in the union catalogs.

In terms of day-to-day achievements, the systems have:

1. helped put phones in libraries where there were none.
2. improved the professional status of the librarian. In Robert Barron's words, "In the building, the librarian has provided new services and is now seen as an important part of the educational team, someone who can do things for them."[13]
3. advanced their members technically so that we now know, or know how to find out, what a particular technology can do for us. Whether we can afford it is another issue.
4. insured that each one of us does not have to reinvent the wheel. We are not individually seeking the same information from other libraries, from vendors, publishers, or the State Education Department.
5. provided power, through numbers, that the individual building person has never had. This includes obtaining group rates and systemwide demonstrations of new products. Districts also have the option

of buying into a shared-service plan for circulation and OPACs for students.

6. helped us serve faculty better, by making their professional research more successful.

7. given us more time with students. They are the reason for our work. As Angus points out, "With the Systems, library research becomes a positive experience for the student."[14]

A third-grader in upstate New York asked, "Can you get this book on interplanetary loan?"

While many resources existed before the systems did, they were not easy to access. The student who wanted articles on suicide among teenagers for a mandated health-education course had to plow through volume after volume of the *Readers' Guide* searching for articles with that focus only. In one search mode of Wilsondisc, the two terms can be combined, and in minutes the citations for the articles, if they exist, will appear. Standard assignments are becoming more interesting, not only because of the computer but because we have reduced the frustration level: we can readily get almost any material students turn up.

None of us will ever have everything a student wants. Even drawing on neighboring schools may not do the job. But the students are learning that we are connected to the outside world. Our success with them was evident when a third-grader in upstate New York asked an elementary librarian, "Can you get this book on interplanetary loan?"

We do not have a perfect system, as the 1989 King Research report made clear[15] and as those of us in the systems recognize. But it is a unique system in its extent, its aims and its achievements thus far. Barbara Imroth, Associate Professor at the University of Texas and an authority on school library networks, said, "Your system is good because you have had a lot of State leadership and a high level of development. The fact that you have a full-time coordinator and a delivery system is way ahead of everyone else."[16]

Excellent planning at the State level, hard work on the part of both the Division of Library Development and the Bureau of School Library Media Programs, long days by talented SLS directors, and thousands of volunteer hours by school librarians and librarians from the public and RRLRS systems have overcome many of the barriers to resource sharing that were so aptly noted in *Information Power*. These were: legal restrictions, staff time, planning time, networking costs and inequities among school libraries. Challenge Five of that document was "To participate in networks that enhance access to resources outside the schools."[17] I think I speak for many school library professionals throughout New York State when I say we are meeting that challenge.

REFERENCES

1 *Alliance for Excellence: Librarians Respond to a Nation at Risk*, Washington, DC, U.S. Department of Education, 1984. p. 37.

2 Barron, Robert, Chief, Bureau of School Library Media Programs, New York State Education Department, interview, May 25, 1989.

3 *Lasting Benefits for Libraries: The Final Report of the Commissioner of Education Gordon M. Ambach to the New York State Legislature on the Library Pilot Projects organized Under Chapter 787, Laws of 1978 Covering July 1, 1983-June 30, 1984 and Summary 1979-1984* (draft), Albany, State Education Department, n.d.

4 Sive, Mary Robinson. *School Library Media Centers and Networking*, ED 226 764. p. 1.

5 *Excerpts from New York State Education Law, Rules of the Board of Regents and Regulations of he Commissioner of Education Pertaining to Public and Free Association Libraries, Library Systems, Trustees and Librarians*, Albany, State Education Department, 1985. pp. 41-2.

6 Mattie, Joseph J., Associate, Division of Library Development, New York State Education Department, interviews, February 27 and May 25, 1989.

7 School Library System Final Budgets Submitted, 1987-1988, By Expense Category (Chart), in *School Library System Annual Reports, 1987-1988* (unpublished), Albany, State Education Department, n.d.

8 Mattie interviews, February 27 and May 25, 1989.

9 "School Library System Growth" (memo to Directors of School Library Systems from Joseph Mattie, dated January 30, 1989). Unpublished.

10 Hetzler, Catherine, Director, Buffalo School Library System, telephone interview, May 24, 1989.

11 Angus, Beatrice, Director, Madison-Oneida Area School Library System, telephone interview, May 26, 1989.

12 Tewel, Kenneth J., and Kroll, Carol, "Empowerment for the School Library Media Specialist: Moving from Reactive to Proactive," *School Library Media Quarterly*, v16, n4, 1988. p. 245.

13 Barron interview, May 25, 1989.

14 Angus interview, May 26, 1989.

15 Griffiths, Jose-Marie and King, Donald W. *Library*

Systems in New York State, April 1989. Rockville, MD, King Research Inc., 1989.

[16] Immroth, Barbara, Associate Professor, University of Texas School of Library and Information Science, telephone interview, June 6, 1989.

[17] *Information Power: Guidelines for School Library Media Programs*, Chicago, American Library Association, and Washington, Association for Educational Communications and Technology, 1988. p. 12.

ADDITIONAL SOURCES

Brown, Joan A., Director, Monroe 2-Orleans School Library System, telephone interviews, May 29 and June 14, 1989.

Costello, Francene C., Director, Southern Westchester BOCES School Library System, interviews, April-June 1989.

Higgins, Judith, and Wood, Arline, *Getting the Act Together: Networking with UTLAS*, ED 276 420.

"Member Access" in *School Library System Annual Reports, 1987-1988.*

Nassau School Library System, *Plan of Service, July 1988-June 1991*, Carle Place, NY, Nassau School Library System, 1988.

Onondaga-Cortland-Madison Board of Cooperative Educational Services School Library System, *Plan of Service and Organization, 1988-1991*, Syracuse, NY, Onondaga-Cortland-Madison School Library System, n.d.

Reese, Louise W., Director, Albany-Schoharie-Schenectady School Library System, telephone interviews, May 25 and June 15, 1989.

Shubert, Joseph F., "How School Library Systems Came to Be and Where are They Today," *The Bookmark*, v46, n3, Spring 1988. pp. 202-207.

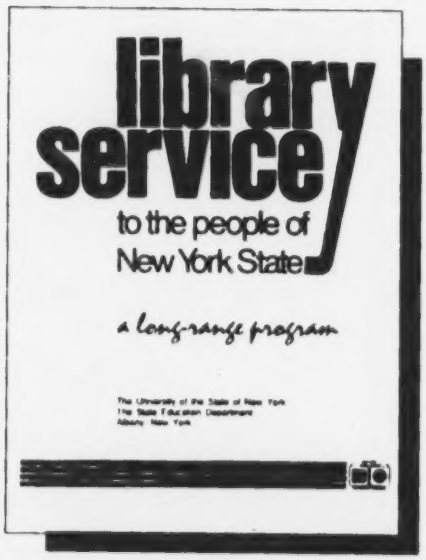
Sgouros, Mary, Director, New York City School Library System, telephone interview, June 6, 1989.

Simon, Anne, Assistant, Division of Library Development, New York State Education Department, interview, February 27, 1989.

Judith H. Higgins *is Librarian of the Valhalla Middle / High School in Westchester County. Before assuming that responsiblity in 1969, she was Reference and Young Librarian at the Mamaroneck Free Library. Dr. Higgins presented the paper on which this article is based at the 18th Conference of the International Association of School Librarians in Subang Jaya, Malaysia, July 22-26, 1989. Dr. Higgins is a member of the Library Services and Construction Act Advisory Council. She earned her baccalaureate degree in English from Simmons College and her master's and doctoral degrees from Columbia University.*

SUMMARY AND EVALUATION OF THE NEW YORK STATE LSCA PROGRAM, FY 1990

LSCA PROGRAM MANAGEMENT



The FY 1990 report on the Federal Library Services and Construction Act, which appears on pages 230-254, is somewhat abridged from the final report that the State Education Department submitted to the U.S. Secretary of Education.

The chief responsibility for the LSCA program and its administration is assigned to the Division of Library Development. The Director of Library Development, Roberta G. Cade, the LSCA Program Officer, Sara B. McCain, and the Assistant Commissioner for Libraries, Joseph F. Shubert, meet with the 12-member LSCA Advisory Council, representative of public, school, academic, special and institution libraries, including libraries serving handicapped persons, as well as users.

The Advisory Council met in December, January and March to review and advise on the development of the FY 1991 plan, including the long-range program and the Annual Program Statements, and on the evaluation and reporting for FY 1989.

On December 6, 1989, the Council met to review the first drafts of the FY 1991 program documents, including the long-range program and the Annual Program Statements. The long-range program for FY 1991 was significantly changed from earlier editions. Its new title is *LSCA Program Purposes: Needs and Intended Actions*, and it is designed to be a three-year instead of five-year document. The *Policy Guidelines on the Administration of LSCA Funds* are published in association with the long-range program. Sheila Eastmond of the Brooklyn Public Library and Kathie LaBombard of the Clinton-Essex-Franklin Library System, directors of job and education information centers projects, shared the accomplishments of their projects with the Council.

On January 24, 1990, the Council met to give final approval to the FY 1991 program documents and to review the reports in which the Brooklyn, Buffalo and Erie County, New York Public, Onondaga County, Queens, Rochester and Yonkers public libraries described their accomplishments in the FY 1989 Metropolitan Urban Resource Libraries project. The Council also received a report on the work of its Program Review Committee, which had done special evaluation of projects in the community information and referral Category.

On March 14, 1990, the Council reviewed and approved the FY 1989 final narrative report and the new *Guidelines for Evaluation of Community Information and Referral Projects*.

MEMBERS OF THE LIBRARY SERVICES AND CONSTRUCTION ACT ADVISORY COUNCIL 1989-90

Eleanor Carter, Cobleskill, *Chairperson*
Mildred Dotson, New York City
Mark D. Evans, Avon
Judith H. Higgins, Valhalla
C.K. Huang, Buffalo
Suzine Har Nicolescu, Brooklyn
Leona Salzman, Plattsburgh
Terry Schwartz, Patchogue
Kenneth G. Sivulich, Jamaica, *Vice Chairperson*
Albertha C. Thomas, Valhalla
Keith E. Washburn, Hamilton
Patricia Wolfe, Lowville

In September 1990, the Regents appointed Richard Anglin, Director of the Ramapo Catskill Library System, Janet Barr of the Suffolk I BOCES School Library System, Raul Antonio Huerta, Head of the Mohawk Valley Community College Learning Resources Department, and Kenneth Snyder, Trustee of the Seneca Nation Library, to succeed Mr. Evans, Dr. Nicolescu, Dr. Schwartz, and Ms. Wolfe.

SUMMARY AND EVALUATION OF NEW YORK STATE LSCA PROGRAM, FY 1990

HIGHLIGHTS

- Of the $7.4 million[1] expended in LSCA Titles I, II and III funds for New York State, approximately $2.3 million (32 percent) was expended by the State Library for statewide services, $4.5 million (63 percent) was expended for grants and $.4 million (five percent) was expended for administration.
- Suffolk Cooperative Library System's Limited English-speaking service increased its tutoring capacity by 52 percent. In FY 1990, this project tutored 520 adults for more than 14,240 hours.
- Nearly 7,000 adults and young adults learned or improved reading skills in 12 literacy projects assisted by $254,811 in LSCA Title I grants. Their 152,834 hours of tutoring in public libraries is valued at $1.2 million.
- Queens Borough Public Library brought such celebrities as Arthur Ashe, Ossie Davis, Gordon Parks and Ruby Dee to branch libraries in South Queens. They helped these branches increase their circulation by 8 percent.
- The LSCA Advisory Council worked with the Division of Library Development in a program review process focussing on community information and referral projects to create new evaluation guidelines for LSCA Title I projects.

INTRODUCTION AND RELATIONSHIP TO STANDARDS

The libraries of New York State are committed to meeting the information and cultural needs of a large and diverse public. The Federal Library Services and Construction Act and accompanying regulations establish requirements, specific purposes and priorities for the use of Federal funds. In New York State, $5.2 million in LSCA Title I funds were matched by $36.5 million in State aid to libraries. In addition, the Legislature appropriated $35 million in other State aid for library services and $8.4 million for the operation of the State Library.

Library development in the State reflects the leadership shown by the Board of Regents, whose powers are provided for in the State Constitution. The Regents and the Commissioner of Education determine broad policy and standards for education in New York State. The Regents have adopted the following policy statement: "Every resident of New York State should enjoy timely and free access, through local libraries working within library systems, to a full range of informational resources and services provided without restriction of censorship or violation of privacy."

The more than 7,200 libraries in New York State are diverse — ranging from those the size of the Thousand Island Park Library serving 95 people and open 20 hours a week with a collection of 6,494 books, or a high school library serving 400 students, to the vast collections of research libraries such as the Columbia University Libraries and The New York Public Library. Each library, whether large or small, fulfills a specific role for its own user population. Today, however, increasing costs, an information explosion and the rising expectations of users are such that no library can stand alone; resource sharing is fundamental to the operation of today's library. To assist this resource sharing, the Education Department and the library community have developed a coordinated network of 76 library systems to strengthen library services, enrich the resources of local libraries and ensure that every resident of New York State has access to library and information services.

The Federal Library Services and Construction Act requires each state to develop its own plan for meeting

[1]This figure includes FY 1989 carryover funds.

PROGRAM ASSESSMENTS BY OBJECTIVES

The LSCA accomplishments described in this report are related to the objectives the Regents established in *Library Service to the People of New York State* in March 1989. The objectives, and the page numbers in this report are:

1. Quality service for all persons in their local communities, 232.
2. Strong library systems, 238.
3. Improved school library media service to students and teachers, 241
4. Improved service to disabled persons, 241.
5. Effective use of libraries as lifelong learning centers, 243.
6. Improved library service to residents of institutions, 247.
7. Effective us of technology to improve services and efficiency, 248
8. Preservation of endangered library resources, 249
9. Construction and renovation of library facilities, 251.
10. Strengthening the resources and services of the State Library, 252.

Actual Expenditures

Title I Projects		State Funds	Federal Funds
*1.	Grants for Improvement of Library Service Through Systems	0	$1,845,026
*1A.	Grants for Strengthening Major Urban Resource Libraries	0	687,460
1B.	State Aid for Improvement of Library Services	$36,500,475	0
2.	Institution Library Service	0	60,211
*2A.	Grants for Institution Library Service	0	79,494
2B.	State Funding for Operation of Institution Libraries	2,218,485	0
3.	Service to the Blind and Physically Handicapped Persons	401,411	164,637
*3A.	Grants for Services to the Blind and Physically Handicapped Persons	739,200	120,998
4.	Strengthening the State Library	4,746,923	751,951
4A.	Strengthening Library Development	393,400	972,988
5.	Administration	559,687	395,373
TOTAL		$45,559,581	$5,078,138[2]

Title III Projects		State Funds	Federal Funds
1.	Improved Interlibrary Loan and Data Base Operations	$597,322	$533,705
2.	Serials Data Base Development	0	0
3.	CONSER	0	111,951
4.	Reference and Research Library System Program for Interlibrary Cooperation	3,002,388	0
5.	Regional Bibliographic Database and Interlibrary Resources Sharing	3,045,000	1,311
6.	School Library Systems	4,863,025	0
*7.	Grants for Interlibrary Cooperation	0	553,911
8.	Statewide Program for Conservation/ Preservation of Library Research Materials	1,753,312	29,282
TOTAL		$13,261,047	$1,230,160[2]

[2]Includes FY 1989 carryover funds.

goals through means appropriate to its own situation and level of library service development. In New York State, library systems are the channel for distribution of Federal funds for programs to improve services. Each year, most of the Federal allotment to New York State under Titles I and III is disbursed in grants to the 23 public library systems, nine reference and research library resources systems, and State institutions for service projects intended to improve priority services. All of the Title II allotment is disbursed in grants to public libraries for construction and renovation of library facilities to improve service.

EXPENDITURES

The FY 1990 *Annual Program Statements* for Titles I and III described the 19 projects listed below and allocated funds for them. These projects were directly related to the 10 objectives established in *Library Service to the People of New York State, 1989-94*. In the list below, asterisks indicate projects in which one or more LSCA grants were made for projects administered by library systems or State agencies. This report describes accomplishments in some 96 such LSCA grant-assisted projects and in statewide services provided by the New York State Library. The projects in the *Annual Program Statements* are:

The largest portion of the LSCA funds from Titles I, II and III was expended in grants to systems and to other State agencies for operation of programs. Grants totaled $4,341,332 or 60 percent of the FY 1990 LSCA funds. Statewide service projects administered by the Education Department included (Title I) 2, 3, 4 and 5 and (Title III) 1, 2, 3, 4, 5, 6 and 8. Expenditures for these totaled $2,626,036 or 35 percent of the available LSCA funds. Statewide services included library development, interlibrary loan support, database development, publications, conferences, provision of special consultants in such areas as institution library service, automation and library services to blind and handi-

capped persons. Administration costs totaled $395,373 (five percent of Titles I, II and III).

The LSCA Title II funds totaling $1,054,443 were all allocated for grants. Grants were made for 19 projects, with matching funds from local sources totaling $5,966,826. The project plans reflect expenditures of $1,098,153, representing 25 projects from various fiscal years that were completed in FY 1990.

LSCA PROGRAM ASSESSMENT BY OBJECTIVE

Objective 1. Quality service for all persons in their local communities.

Task 1.a Provide to local libraries of all types information on the resources available to their users (current and potential) through library networking.

Accomplishments

Three types of library systems — public, reference and research and school — and the New York State Library provide information, materials and assistance to local libraries. The Division of Library Development served both systems and individual libraries in FY 1990 through more than 9,960 consulting telephone calls, 292 consultant visits and 16 continuing education programs and conferences with approximately 800 participants.

Information on resources is becoming computer-based but also is available through more traditional means. Seventy-eight systems publish newsletters to inform member libraries and others of available services. Systems reported using cable TV, workshops, community agencies, TV announcements, radio programs, learning networks, posters and fliers to inform current and potential clients of resources.

- NYLINE, an electronic communication system supported by an LSCA grant, carried information about statewide library developments to public library systems, reference and research library resources systems, school library systems and central and cocentral public libraries; 241 messages were sent to over 3,100 locations from the New York State Library in 1990.
- Nine LSCA grants enabled all types of libraries in eight regions to continue conversion of bibliographic data to machine-readable forms and thereby improve access to information resources.
- LSCA grants to two regions assisted in the expansion and production of regional CD-ROM Catalogs.
- Three LSCA grants to reference and research library resources systems provided telefacsimile equipment in several types of libraries.
- An LSCA grant supported a continuing education calendar distributed to all library systems by paper and by NYLINE.
- Fourteen Assistant Commissioner's Memoranda provided information about statewide library developments to public library systems, reference and research library resources systems, school library systems, regional networks and central and cocentral public libraries.
- Seven issues of *The Bookmark* discussed current library development and issues: "Serving Business in an Information Economy," "Libraries in the Tradition of Freedom of Expression," "Uncovering Information: Subject Access to Information in Libraries," "Perspectives 1989," "Library and Information Education for the Information Society," "The New York Library Association Centennial" and New York State Governor's "Conference Briefs."
- The Library Development Division published five major directory and statistical compilations: *1989 Public and Association Libraries Statistics, Institution Library Statistics; Fact Book; Directory of College and University Libraries / 1988; 1989 Directory of Library Systems in New York State.*

Task 1.b Provide materials and services designed to help functionally illiterate persons learn to read and become library users.

Accomplishments

LSCA-funded library literacy education projects coordinated by public library systems in 1990 served thousands of adults and young adults. LSCA funding in the amount of $254,801 supported 12 library literacy projects that provided materials, tutoring services for students, space for tutoring, publicity, tutor training and recruitment, and broad-based community efforts in increasing literacy. In addition, several adult independent learner and outreach LSCA projects have literacy components.

Most of the literacy projects were operated in conjunction with local Literacy Volunteers of America and Laubach Literacy community-based affiliates. In addition, more than half of the literacy projects were active in local and regional literacy coalitions of representatives from libraries, adult basic education programs, literacy volunteer groups, colleges, public television stations, correctional institutions, governmental agencies, businesses and community groups.

Ten of the 12 projects provided support for tutoring services for students in public library sites. In 1990, 6,889 students were tutored for a total of 152,834 hours. If volunteers were paid $8.00 an hour, the tutoring services provided would have cost a total of $1,222,672.

- The Chautauqua-Cattaraugus Library System's Literacy Volunteer program is located at six sites, reflecting the need in such a rural area. More than 280 people were provided with 3,763 hours of tutoring. Six Native American tutors have been trained and are providing tutoring at the Seneca Nation Reservation in Salamanca.
- Clinton-Essex-Franklin offered continuing education opportunities to tutors from local Literacy Volunteers of America affiliates, with emphasis on nonprint resources that are available to them.
- The Mid-York Library System provided 374 students with 38,168 hours of tutoring. One student who was honored at the tutor/student recognition dinner had been abandoned by her husband and left with 10 children. After five years of tutoring, she has now successfully completed electronics school.
- The Buffalo and Erie County Public Library held five classes in cursive handwriting and six basic writing classes. Nearly 1,700 people used the computer in the Lifelong Learning Center.
- The Queens Borough Public Library continued to sponsor transitional classes for 37 persons to ready them for attendance in regular Adult Basic Education classes and helped them attain an average 1.7 grade increase in reading level.

Other systems, such as the Mohawk Valley Library Association and Suffolk Cooperative Library System, used LSCA funds to hire coordinators or consultants to manage broad-based community literacy projects. Suffolk served 838 students with 24,251 hours of tutoring in FY 1990 and began a series of writing workshops. Westchester Library System used LSCA funds to contract for literacy services with their LVA affiliate. The Westchester Literacy Volunteer Program is one of the largest in the country, with more than 1,500 students tutored for 35,000 hours. A new component of the Westchester grant established the "Family Literacy Pilot Program."

- Nioga Library System provided 44,824 hours of tutoring to 431 adult learners, using microcomputers as learning tools, using videotapes to train tutors and purchasing more than 275 books.
- The Onondaga County Public Library continued its coordination role in literacy activities in the Syracuse area. Eighteen library tours gave 235 adult learners exposure to the resources of the library.
- Upper Hudson Library System recruited 200 adult learners who were tutored for 1,920 hours. More than 830 hours of special programming were offered as part of this project.
- The New York Public library served more than 670 people with its literacy program in 1990, helping literacy students publish two journals of their own writings and sponsoring a literacy celebration that attracted more than 700 persons.
- The Mid-Hudson Library System's literacy project served 404 persons with 8,160 hours of tutoring.

Task 1.c Provide materials and services to disadvantaged persons.

Accomplishments

The State Coordinated Outreach Program identified over two million persons in New York as culturally isolated and three million as educationally disadvantaged. LSCA grants have supplemented the services provided through the Coordinated Outreach Program. In addition to the special services and programs aimed at disadvantaged persons, users took advantage of such services as consumer information, educational counseling, homework reference services, literacy tutoring, assistance in career and job searching, résumé writing and Civil Service test tutorials through workshops, materials and information and referral services.
Library system outreach activities resulted in creative, useful programs that attracted disadvantaged persons to the library:

- Buffalo and Erie County's Project LEAP, which operates specialized services to urban populations, provided 1,024 hours of programs to 17,402 people. The system placed more than 85 satellite and "critical information book collections" in community centers and neighborhood sites.
- Upper Hudson's Outreach Services project serves people in institutions, minority groups, and unemployed and undereducated people. Almost 900 people attended 179 hours of special programming. The system added nearly 3,500 volumes to the book collection and conducted workshops on topics such as single parenting, career guidance, locating daycare and self-esteem.
- The New York Public Library's Outreach Project offered 7,852 hours of special programs to 68,568 people. The library continued specialized services to the growing number of homeless people in New York City. Staff worked with young children with

AIDS living at the Incarnation Children's Center. The New York Public Library's seminar program now offers an outreach seminar in addition to staff seminars for children, adult, young adult and reference specialists.

- The Queens Borough Public Library began a new reading and library use promotion program, "Take Part, Take Pride," in the South Queens Library Development Project, presenting a series of 11 programs featuring such well known people as Arthur Ashe, Ruby Dee and Gordon Parks. A reception followed each program so that persons attending could meet and interact with the celebrities. Almost 1,900 people attended 11 programs and a circulation increase of 8 percent resulted from this project.

Task 1.d Encourage libraries to seek out and serve minority persons.

Accomplishments

LSCA projects in New York State serve minority groups both through "umbrella" services designed to serve multiple needs and special targeted programs. Systems reached minority people in 63 "umbrella" projects for children, adult learners, unemployed persons, people with physical disabilities, educationally disadvantaged persons, and institutionalized persons. In addition to convenient locations designed to encourage use of services and programs, libraries used vans and bookmobiles to expand easy access to services.

The Mohawk Valley Library Association's Hispanic Outreach project, an example of a special targeted program, brought 150 new users into the library in Schenectady County. Staff purchased more than 575 books for Hispanic readers, translated Library brochures into Spanish and distributed information throughout the Hispanic community.

Task 1.e Strengthen services to persons with limited English-speaking ability by continuing to identify such users (and potential users) and providing programs and resources, including nonprint materials, for their use.

Accomplishments

Coordinated outreach services (part of the State aid program) is an important part of library services to people with limited ability in speaking English. The services (supported by $42,000 plus 10 cents per capita for each of the 23 public library systems) are based on a plan for outreach services to designated groups. These plans identified over 3.2 million persons with limited English-speaking abilities. Funds are used to provide bilingual training for staff in city branches where foreign born groups are concentrated, expand foreign language material collections, and to work with various community groups to provide English instruction. In addition to these programs, seven LSCA grants helped public library systems to acquire materials for people for whom English is a second language and to offer English language instruction. Examples of programs:

- More than 940 non-English-speaking residents of the rural Chautauqua-Cattaraugus Library System area received almost 2,000 hours of tutoring as a part of an LSCA project (most of these adults speak Spanish, Polish or Laotian). Jamestown, the system's central library, experimented successfully with "drop-in" tutoring for persons who need specific, short-term assistance (e.g., help in completing Census forms) or who want to practice their conversational skills.
- The Nassau Library System served more than 175 students through classroom instruction at four member libraries. The service at the Ailment Public Library was so well used by employees (grooms, stablepersons, etc.) of the Belmont Racetrack, that the track provided funding for additional classes.
- The New York Public Library expanded English classes in 16 branch libraries, offering 42 classes and serving nearly 3,300 students from 66 countries. Despite this expansion, large numbers of adults were turned away from this program.
- Onondaga County Public Library held conversational English classes at four sites at the same time as story hours for children, attracting nearly 1,800 persons from 20 different countries. The library staff estimates that each adult and child borrowed five items during the project year — one participant has become a student at Syracuse University.
- Suffolk Cooperative Library System provided more than 14,240 hours of instruction during the year. Although 520 students were tutored in individual or small group sessions, there is currently a waiting list of 150 people and more than 450 people requested information about the services. Two member libraries offered writing workshops.
- The Upper Hudson Library System provided 1,298 hours of instruction to 363 students through cooperative efforts with the Board of Cooperative Education Services in Rensselaer County, the Adult Learning Center and the International Center of Albany.
- Westchester Library System served 116 students with 351 hours of classroom instruction.

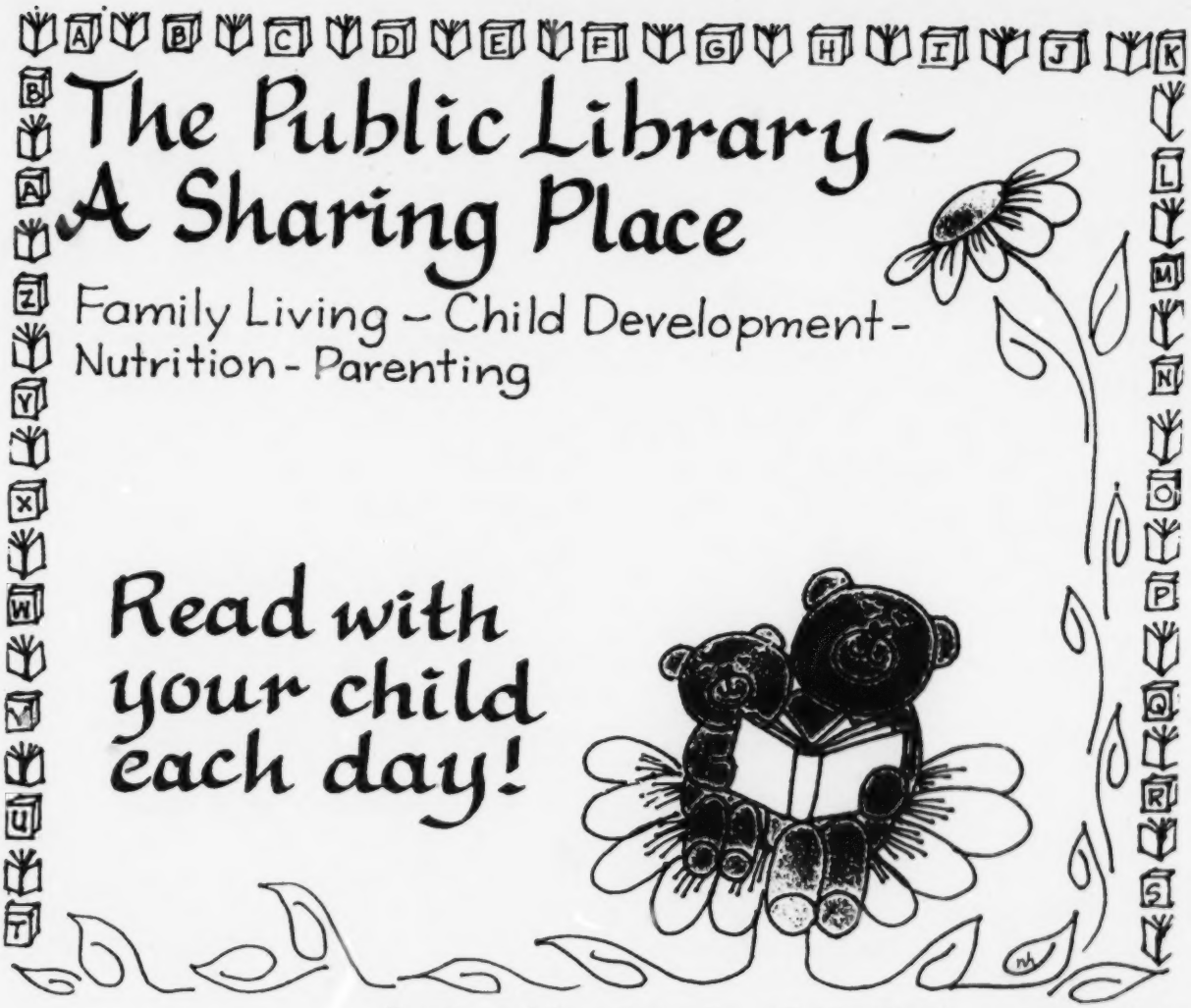
Task 1.f Encourage libraries in providing and adapting services for elderly populations.

Accomplishments

Thirteen LSCA-funded projects were targeted specifically for older adults and supplemented the services provided through the Coordinated Outreach Program (which has identified more than 2.5 million older adults). In addition, two long-term radio reading projects (Chautauqua-Cattaraugus Library System and Ramapo-Catskill Library System) served more than 800 people, most of whom were elderly.

- Southern Adirondack Library System sponsored programs and provided assistive listening equipment for people using library services in 14 nursing homes and senior centers. More than 550 people attended programs that included an historian, writers, a variety of musicians and crafts people.
- Nassau Library System continued its tremendously successful "Lively Minds" project. More than 1,170 people attended a series of programs that stimulated discussion and encouraged the use of the mind. Since project staff has answered inquiries from across the country about how to begin such a project, they developed a manual that will assist librarians to replicate the program.
- Ramapo Catskill Library System offered 30 programs of interest to caregivers of elderly persons. Most popular was a workshop entitled "Psychological aspects of caregiving."
- The Mid-York Library System created four programming kits, similar to the commercially produced BiFolkal Kits, on topics of local history. Entitled "Driving Down Memory Lane: Part I," "Driving Down Memory Lane: Part II," "Carriages Down the Valley" and "Utica Trolleys," the kits each contain a slide/tape show, realia, suggested activities and bibliographies of related materials. Although not available for circulation until the last month of the project year, more than 1,500 people viewed these kits.
- Three systems, remarkably different, used LSCA funds to develop reading aloud or storytelling projects for older adults: Brooklyn Public Library, Clinton-Essex-Franklin Library System, and the Westchester Library System (representing urban, rural and suburban communities, respectively). The Division of Library Development sponsored a program at the 1990 New York Library Association Conference in Rochester where:
  - — A Clinton-Essex-Franklin Library System representative explained how that system had surveyed area nursing homes for their interest in having volunteers read to elderly residents. Staff recruited 24 volunteer readers of all ages, who read to senior citizens more than 325 hours.
  - — The Westchester Library System's outreach consultant showed a video of storytelling workshops in which her system trained 44 older adult volunteers in storytelling to some 2,000 frail elderly residents of nursing homes.
  - — The librarian from Brooklyn Public Library described how that library provided nearly 180 reading programs that served 4,000 people at 32 sites — senior citizen residences, nursing homes and libraries. Staff offered a small stipend to senior citizens who were willing to be trained in reading aloud in the program.

  Librarians left the NYLA program enthusiastic and thinking of ways in which they could implement a similar program.
- The Finger Lakes Library System served more than 900 people in member libraries by providing 53 hours of intergenerational programming on such topics as dolls and dollhouses, marionettes, storytelling and music.
- The Four County Library System estimates that more than 1,000 older adults have used the "Books on Cassette for the Elderly" project. LSCA funds helped the system purchase cassette players, headphones and cassettes.
- The North Country Library System helped three member libraries begin direct delivery of materials to nursing homes and senior citizen housing units. Almost 900 older adults borrowed 2,308 items during the project.
- As part of its IMPAC (Informational Materials Packets Assisting Caregivers of the Elderly) project, the Pioneer Library System created bibliographies and distributed more than 600 packets of information on such topics as hospice care, arthritis, Parkinson's Disease, Alzheimer's, stroke and cancer.
- The Schenectady County Public Library, attracted more than 186 new users with a combination of Senior Days at the library, nursing home visits and book delivery to patrons through Meals-on-Wheels, and a grandparent/child program developed by Children's Room staff.
- Onondaga County Public Library staff compiled and distributed 3,000 copies of a resource guide of library materials for older adults. The Library's one-day seminar, cosponsored with the Metropolitan Council on Aging, attracted 75 participants,



Four County Library System Parent Toddler Mini Resource Centers Project

primarily from staffs of service agencies working with senior citizens and librarians, who examine how libraries can meet the needs of elderly persons.

Task 1.g Provide materials and services to help unemployed or underemployed persons, or others in need of such services, with job hunting and career planning.

See accomplishments under objective 5c.

Task 1.h Encourage libraries to develop and improve services to children and parents and to cooperate with community organizations, day care centers, schools and other agencies in extending such services.

Accomplishments

Eight public library systems operated LSCA youth services projects, six of these involved both parents and children. A total of 68,786 people were served, many of them people who were using the library for the first time. More than half (34,724) attended programs at the library. The libraries and their programs were:

— **The Child's Place** at the Brooklyn Public Library (which serves children ages 2-6 and their parents or caregivers) introduced economically disadvantaged families to books and reading, emphasizing reading readiness activities, in three branch libraries.

— Chemung-Southern Tier's **Back to the Library** program trained member librarians in compact disc selection for preteen audiences, provided additional materials at member libraries and developed lively programs aimed at bringing young teens "back to the library."

— The Clinton-Essex-Franklin **Beginning With Books** project, which focused on the "Magic of Reading," encouraged adults to read with their children each day. Staff developed "Reading Together is Magical" packets for parents, trained librarians on networking with community agencies, and provided publicity materials to member libraries.

— Four County Library System established **Parent-Toddler Mini-Resource Centers** in each of the four counties. Librarians invited parents to sign up for library cards and attend library "lap sit" programs with their children. Each center received toddler reading readiness kits and Literacy Coordinators in each county visited 62 WIC sites to demonstrate how to read to young children.

— Nassau Library System operated **Babywise** — staff distributed "Welcome Baby" packets to 1,934 disadvantaged and minority families, contacted 32 health and community agencies to publicize library services, and demonstrated techniques for reading to young children.

— Nioga Library System: **Read to Me** developed 10 new story time kits for loan to member libraries and child care centers. Staff also prepared and loaned five prepackaged library displays, conducted a story hour series in four rural libraries and provided a workshop on current children's literature for child care workers, parents and librarians.

— Queens Borough Public Library: **Latchkey Enrichment** provided homework help, tutoring, reading aloud, arts and crafts, games and other after-school educational and recreational programs to 8,653 children in 56 programs at 7 branch libraries.

— The **Family Reading Program** at the at the Southern Adirondack Library System reached 910 children from ages 2-5 and their parents at 24 programs. The System helped participating libraries become family reading and activity centers by purchasing materials, and by conducting workshops on early childhood development, building library collections, selecting toys for preschoolers and programming.

Task 1.i Increase efforts to reach potential users through effective public relations, library outreach and cooperation with community organizations.

Accomplishments

Each of the more than 50 Adult Independent Learner/Job Information Center literacy and other outreach projects funded by LSCA reported new users who were not previously aware of available library services or who were unable to use conventional materials and programs. The Chemung-Southern Tier "Back to the Library" project made a special effort to attract preteens to the library and to sensitize library staff to their needs. More than 153 hours of special programming were attended by 2,788 people. Programs were as diverse as skateboarding demonstrations, "sleepovers" at the library, computer game tournaments and baby-sitting courses.

Task 1.j Revise minimum standards for public library service.

Accomplishments

To provide quality library service in all parts of the State, the Regents plan to update regulations and seek additional aid to assure equity of access to library services. Early in 1989, the Regents endorsed five proposed minimum public library standards requiring accountability. These would require a library to have bylaws, a plan of service, written policies and an annual budget and to make available printed information about hours, borrowing policies and the library telephone number and address. Four additional standards would provide access for the disabled, connections with automated services, and restrooms, photocopiers and telephones. Library Development Division staff are working with public library systems to encourage member libraries to implement the standards. A $2,850 LSCA grant enabled the Mid-York Library System to help 43 member libraries make progress toward meeting the five recommendations approved by the Regents in 1989.

Task 1.k Provide continuing education opportunities for library staff and/or trustees that will improve service at the local level.

In April 1990, the New York State Library presented a two-day workshop for some 200 library trustees to help library trustees make decisions on problems facing library boards today. Other initiatives to expand trustee education included a series of workshops sponsored by the Pioneer Library System and a cooperative project undertaken by the Chemung County, Finger Lakes, Four County, and Southern Tier library systems to create a collection of audio tapes, video tapes and study guides for orientation and continuing education for trustees of small, rural public libraries.

Task 1.l Continue to seek legislation favorable to library development in the State.

Accomplishments

The Regents 1990 legislative proposal for libraries was amended by the Legislature and enacted into law in July 1990. The statute provides annual increases in library aid starting in 1991, increasing aid from $70 million in 1990 to $85 million in 1993. The aid will strengthen services and resource sharing in Indian libraries, public libraries and library systems, academic libraries, hospital libraries and reference and research library resources systems. In addition, the statute increases aid for such special programs as Coordinated Outreach Services, Regional Bibliographic Data Bases for Resource Sharing and Conservation and Preservation of Research Materials and it annualized funding for literacy programs and construction.

Objective 2. Strong library systems and resource libraries, and further development of intersystem cooperation, to enable all libraries to serve their users and potential users more completely, efficiently and effectively.

Task 2.a Provide forums for discussion of the findings and recommendations of the comprehensive study of library systems and services as a part of planning for library services in the 1990s.

Accomplishments

During October and November 1989, the Division of Library Development held nine half-day regional meetings to obtain field response to the final report of the systems study completed in April by King Research, Inc. A total of about 400 participants met in small groups with facilitator and recorders. At each meeting, a panel, including the local Regent, received reports from the groups and commented upon them and upon the study. Volunteers from the field worked with staff in preparing a 16-page report on the field response, based on comment sheets from the nine meetings, letters and formal statements provided by participants, reporters, panel members and others. Staff subsequently used this report, the final report of the systems study and their own knowledge and experience to develop a discussion paper for a September, 1990 systems conference and four regional meetings for member libraries. The September conference was attended by 230 representatives of library systems who met in 17 groups with facilitators. Seventy-five people attended the four regional meetings, and 32 individuals and groups sent letters and statements. Library Development staff is now developing an action plan that will take into consideration the interests and needs of library systems and their member libraries.

Task 2.b Encourage cooperative programs that enable systems to provide needed resources and services to member libraries.

Accomplishments

State aid supported public library systems, reference and research library resources systems and school library systems emphasizing cooperative programs and resource sharing. Programs that illustrate shared resources and provide improved services are:

- Twenty-two grants totaling $6.3 million to public library systems for the further development of 26 central and cocentral libraries.
- Twenty-two grants (totaling $2.7 million) to public library systems to improve outreach services to persons who are educationally disadvantaged, members of ethnic or minority groups in need of special library services, unemployed and in need of job placement assistance, blind, physically handicapped, aged or confined in institutions, or live in areas underserved by a library.
- $175,000 in grants to public library systems for library service to inmates of county jails and $465,000 for service to inmates of State correctional facilities.
- $280,756 State aid to two libraries on Indian reservations to provide local service and participate in public library systems.
- State aid to the nine reference and research library resources systems totaling $3 million.
- A State aid program of $1.3 million for improved library service in hospitals.
- One hundred seventy-eight grants amounting to $1.4 million to academic libraries for coordinated collection development within reference and research resources systems.
- NYSILL/RML Library Service Coupons for interlibrary loan among medical libraries were distributed by the State Library, and the use of the coupons was monitored by the reference and research library resources systems.

Task 2.c Conduct a systematic review of public library system, reference and research library system and school library system plans of service to examine current practices, update when appropriate and suggest options for the future.

Accomplishments

Most of the work on systems' plans of service was suspended as the systems study was reviewed by the staff and a statewide meeting was held to discuss recommendations and next steps. A new format for plans of service will be devised to bring systems plans up-to-date.

Task 2.d Cooperate with library systems, library educators, library trustee organizations, the Statewide Continuing Library Education Committee and other appropriate groups to assess continuing education needs.

Accomplishments

The New York State Library offered the following continuing education workshops: Adaptive Computer Products For the Blind and Visually Impaired, April 4, 1990; Albany Trustee Institute, April 6-7, 1990; M/C Organization Culture Workshop, September 11, 1990; Statewide Conference on New York State Documents Depository Program, September 13-14, 1990. System-level continuing education programs assisted by LSCA grants included the Pioneer Library System workshops on Strategic Planning. Each of twelve member libraries sent a director and trustee. The training each received will enable participants to act as trainers at future workshops on the same topics. The Consultant has expanded the Resource Person Referral File, a file of quality resource persons available to aid library systems in continuing education activities, to include speakers who specialize in school library system topics. The Chemung-Southern Tier Library System produces a monthly calendar, *SPECTRUM*, which provides convenient and timely notice of continuing education events for library staff members in Upstate New York. In addition to the 2,710 paper copies, this calendar is available by electronic mail through the use of ALANET and the New York Libraries affiliate, NYLINE.

Task 2.e Strengthen major urban resource libraries as Federal funds become available.

Accomplishments

Each of the seven Major Urban Resource Libraries purchased books and materials:

- The Brooklyn Public Library purchased about 25,000 titles and 200 videos. The Library reported a 6 percent increase in the number of reference questions answered. Headstart computers were used in reference work, starting in telephone reference, and have proven helpful.
- Buffalo and Erie County Public Library purchased 1,541 volumes and 124 audiocassettes to strengthen special collections in the fields of environmental and chemical technology, computer technology, foreign language fiction, Afro-American history and others.
- The New York Public Library purchased 4,374 books, 1,022 audio-visual items and 24 periodical subscriptions, ranging from foreign language books to audiocassettes for the Literature and Language section to life skills videos.
- Onondaga County Public Library purchased 382 books, 116 reels of microfilm, 350 microfiche cards, and maps. The microfilm was of important local historical material.
- Queens Borough Public Library purchased 4,176 books and 814 audio-visual items in accounting, biology, medicine, nursing, physics, Chinese reference materials, and ethnic videocassettes.
- Rochester Public Library expanded and enriched central library collections in the education, history, government and travel, the literature, local history and genealogy divisions.
- Yonkers Public Library purchased specialized reference tools not readily available in other public libraries.

Task 2.f Continue redesign of the NYSILL program through expanded point-to-point interlibrary loan access and further extend remote use of the State Library's online catalog.

Accomplishments

Recommendations made in the January 1986 report on the *Redesign of Interlibrary Loan in New York State* by Ringgold Management Systems, Inc, the May 1987 *Libraries & Technology* report, the 1989 study of *Library Systems in New York State* by King Research, Inc. continue to affect interlibrary loan, database, telecommunications and network development programs and policy.

Six of the NYSILL referral libraries are RLIN members and the State Library continues to search NYSILL requests through RLIN via its search-only terminal. The University Microfilms Article Clearing House, Ann Arbor, Michigan, continued as an additional NYSILL referral site for materials not available through the NYSILL Network. The NYSILL Telecommunications Network was changed from a polled network to a dial-up network using 800 numbers.

Task 2.g Continue statewide automation planning and development as initiated in the 1987/88 Libraries & Technology project, including cooperation with the national databases.

Accomplishments

Southern Adirondack Library System

The statewide automation plan, *Technology and Access: The Electronic Doorway Library*, guides the Division of Library Development in setting priorities for the use of Title III grants for access projects. Projects that improve or expand access to the resources databases include OCLC Group Access, regional CD-ROM databases and telefacsimile transmissions among libraries.

Task 2.h Assist in the further development of quality library services through updating of standards for library service; collection development assessments; articulation of public, academic and school library service; and improved reporting on library services.

Accomplishments

Library Development staff have focussed on improving minimum standards for public libraries and, with the Bureau of School Library Media Programs, those for school libraries.

Task 2.i Seek additional State funds for support of library systems and of research collections.

Accomplishments

As a result of enactment of Regents 1990 legislative proposals, state aid for library services will be substantially increased over the next three years (*see Objective 1, Task h*).

Objective 3. Improved school library media service to students and teachers.

Task 3.a Promote the further development of school library systems.

Accomplishments

School library system membership now includes 698 public school districts and 400 nonpublic schools. The 46 school library systems serve 2,406,568 public school students and 115,113 nonpublic pupils.

Task 3.b Provide consultant services to the school library systems in cooperation with the Bureau of School Library Media Programs.

Accomplishments

The school library system program coordinator and assistant in the Division of Library Development (DLD) confer and report regularly with staff in the Bureau of School Library Media Programs (BSLMP) and cooperate in serving the school library systems.

Task 3.c Sponsor conferences to promote the integration of school library systems into the statewide network of libraries.

Accomplishments

The Division of Library Development Systems Meeting in September, 1990, provided a unique opportunity for school library systems directors and representatives to discuss important library service and system issues with representatives of other systems. School library system directors, and member representatives, and their counterparts from the other two types of systems attended this two-day conference to discuss Department recommendations based on the King Research study of library systems.

Library and library system partnerships were promoted through participation in such conferences as the annual statewide "Parents As Reading Partners" conference, "The Humanities in Education" conference, the Learning Technologies Fair, and the annual conference of the New York Library Association. The program coordinator is a liaison to the School Library Media Section of the New York Library Association.

Task 3.d Foster cooperation between school and public libraries in appropriate programs of service to children and parents.

Accomplishments

The program coordinator and assistant provide information on school libraries to the staff of Library Development and information on all types of library systems to the Bureau of School Library Media programs, promoting cooperation between public and school libraries.

In the absence of a full-time youth services consultant, the assistant works with youth services personnel at regional library systems. The liaison also disseminates information on notable children's and young adult films, books, filmstrips and other library resource award winners to school and public librarians. Information sent to Youth Service consultants at public library systems is also sent to school library system directors. In August, 1990, the assistant, the Director of Library Development and the Assistant Commissioner for Libraries met with the officers of the New York Library Association Youth Services Section to review service needs and priorities.

Objective 4. Improved service to disabled persons.

Task 4.a Encourage use of regional library services to blind and visually handicapped persons.

Accomplishments

The New York State Library and The New York Public Library provide services to almost 46,000 blind and physically handicapped persons throughout New York State. The 23 public library systems cooperate with the regional libraries to make their services available to all citizens of the State eligible for these services.

Task 4.b Strengthen lines of communication between the regional libraries and other libraries, agencies and patrons, and encourage libraries to cooperate with other organizations to extend and improve services to disabled persons.

Accomplishments

The **New York State Library for the Blind and Visually Handicapped**, one of 56 regional libraries in the nation, provides books in special media, appropriate playback equipment and other library services to visually and physically handicapped persons. The library was assisted in providing services by an expanding statewide program of 5,000 volunteers in the upstate 55 counties. The Library for the Blind and Visually Handicapped circulated 591,584 items to 24,027 individuals at home and in 1,992 institutions. Other services provided by the New York State Library included:

- A quarterly newsletter (in braille and large-print editions) sent to more than 17,000 readers, libraries and other agencies.
- 15,680 inquiries and service requests received on a toll-free recording device, 2,545 calls made to a talking terminal providing current information and the LBVH newsletter to readers statewide over a toli-free telephone line.

Staff provided specialized services to 924 public and private schools included consultation to establish service for the visually impaired, arranging for special needs, immediate response to school and student requests and a regular newsletter.

The assignment of playback equipment and inventory accountability is a major responsibility of the State Library as the Machine Lending Agency. Assisting with these activities are 21 Machine Sublending Agencies (SLAs). In addition to field visits to SLAs, a quarterly newsletter was sent that aids in instructing SLAs in procedures and policies to improve local talking book service.

The **New York Public Library's Library for the Blind and Physically Handicapped** served 20,488 patrons. Services provided by The New York Public Library included:

- taping of books for loan;
- 11,000 copies of each of two newsletters in large print and braille; and
- more than 237 visits to patrons who were experiencing difficulty using the equipment.

Thirty volunteers were recruited to tape books not currently available to patrons. Technology helped print-handicapped persons use computers to "read" print text. Other volunteers repaired nearly 2,000 pieces of playback equipment. Twenty-nine hours of special programming attracted 364 people. With the encouragement of the Regents, the Legislature authorized $16 million to acquire and renovate part of a building to provide 48,000 square feet with specially equipped public areas for the patrons and adequate space for staff and collections. The space, at 40 West 20th Street, is currently being renovated. When completed, the Library will occupy 48,000 square feet on five floors.

Task 4.c Maintain a full range of services and a strong collection of special media materials for blind and visually handicapped persons.

Accomplishments

The New York State Library for the Blind and Visually Handicapped (LBVH) maintained a collection of 520,285 special media items. The New York Public Library for the Blind and Physically Handicapped maintained a collection of 455,431 items.

Telephone interviews with more than 300 readers of the New York State LBVH clarified subject interests and reading tastes. A mass mailing of large print letters to 16,000 readers resulted in improved inventory of playback equipment. A newly refurbished LBVH service center in the New York State Library afforded readers increased access to the research collection.

Task 4.d Encourage libraries to provide materials and services to physically, mentally, emotionally and developmentally handicapped persons.

Accomplishments

Two public library systems continued long-running radio reading services to the blind in their areas. They were the Chautauqua-Cattaraugus Library System (UPDATE radio reading service) and the Ramapo Catskill Library System (RADIO VISION). These services continue to bring the content of current materials (newspapers, magazines, etc.) to the visually impaired by radio on a daily basis.

The Chemung-Southern Tier Library System assembled "Books Plus" kits to aid the teaching of basic life

skills to institutionalized and home-aboded mentally retarded/developmentally disabled adults. They also conducted staff training on how to help people in those categories who wish to visit and use the libraries in the area.

Task 4.e Cooperate with agencies that serve hearing-impaired persons to provide to library systems information about deafness and its implications, along with resource materials to help meet the library information needs of persons with hearing impairment.

Accomplishments

Although no LSCA Title I projects were specifically designed to attract users with hearing impairments, systems are using local assistance and State aid to serve this target group. Many of the 23 public library systems cooperate with local chapters of SHHS (Self-Help for Hearing-impaired). Individual libraries offer interpreting services for programs and are adding telecaptioned videos to their nonprint collections.

The Nioga Library System purchased inductive loop equipment to use in the meeting rooms of three member libraries that have heavy use of their meeting facilities. People who are hearing impaired should benefit from this equipment.

Onondaga County Public Library System hired a qualified Interpreter for the Deaf to work at the central library six hours a week. This person could be made available to give tours of the library to hearing impaired persons, to sign for meetings and to aid library staff in their interaction with the hearing impaired. The signer also contacted many deaf persons in the community and the project culminated with an hour and a half program in September, attended by 120 persons. Brochures and print materials were also devised to distribute to the hearing-impaired in the community.

In addition, the State Library cooperates with St. Mary's School for the Deaf in Buffalo to make information and technical assistance available to librarians.

Task 4.f Cooperate with agencies that serve physically challenged persons to provide to library systems information about their special needs.

Accomplishments

Although no LSCA Title I projects specifically targeted persons with physical disabilities in FY 1990, public library system outreach coordinators continue to use State aid and local assistance to serve this population. Three quarters of the public library systems work closely with local Independent Living Centers and provide special programming for their clients.

The Division of Library Development staff has been working with Vocational and Educational Services to Individuals with Disabilities (VESID) staff in planning for and addressing programmatic access to library services. In addition to its work with VESID, staff of the Division of Library Development is working with the Developmental Disabilities Planning Council (DDPC) to plan for sensitivity training and collection development information to librarians across the state. This program should become operational in FY 1991.

Objective 5. Effective use of libraries as lifelong learning centers.

5.a Encourage public libraries to serve all levels of adult readers, from basic literacy students to postgraduate independent learners.

Accomplishments

As a precursor to the Governor's Conference, the national theme of Night of a Thousand Stars was expanded to "The Night of 7,000 Stars" in New York State. Hundreds of celebrities and prominent citizens read their favorite stories and passages from books in programs promoting reading held in public and school libraries. People of all ages attended these programs. Mrs. Matilda Cuomo served as the honorary chair of the Statewide event and participated in a program in the Albany area. Commissioner of Education Thomas Sobol promoted the April reading event among superintendents and schools throughout the State.

Task 5.b Provide technical and consultant services to public libraries, emphasizing staff development and continuing library education directed at improving adult services and reaching additional users.

Accomplishments

The continuing library education consultant assisted library systems plan, secure resource persons and carry out continuing education activities through on-site visits and telephone consultation. *(See also the list of workshops under Objective 2 — Task d.)*

Task 5.c Encourage cooperation among libraries and other cultural and educational institutions and community-based organizations, and provide materials and services to help unemployed or underemployed persons, or others in need of such services, with job hunting and career planning.

Accomplishments

Cambridge Public Library News

1990 FREE

REMEMBER WHEN?

LIBRARY SPONSORS PROGRAMS IN SENIOR CENTER

All town residents are invited to recall and share memories through music, work and play at five fun filled programs.

MARCH 1 THROUGH MARCH 21
Thursdays at 1:00 p.m.

CAMBRIDGE SENIOR CITIZENS CENTER
5 Park Place

— **FREE** —

"Tag, You're It!" New Games for Seniors	Work: Paid or Unpaid, We've All Done It!	Puttin' on the Ritz with Irving Berlin	Clotheslines	Passwords to the Past
Play new games and recall schoolyard and parlor games of the past with folklorist Todd DeGarmo.	Listen to story-teller Jeannine Laverty's tales of the Depression and World War II eras and recall your own memories of childhood chores and first jobs.	Sing and tap your feet to the music of Irving Berlin performed by baritone Rene DeLaGarza.	Remember wringer washers and the fresh scent of air dried laundry? View the 1982 film "Clotheslines" and talk about how household chores and attitudes have changed over the years with librarian Diane Webster.	Contribute your stories to a collection of memories in this workshop with writer Kate Winter. A booklet will be compiled for participants, the senior center and the library.
MARCH 1 1:00 P.M.	**MARCH 8** 1:00 P.M.	**MARCH 15** 1:00 P.M.	**MARCH 22** 1:00 P.M.	**MARCH 29** 1:00 P.M.

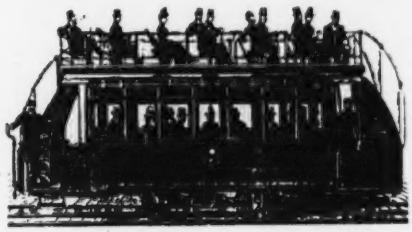
These programs are supported by Federal Library Services and Construction Act funds granted by the New York State Library to the Southern Adirondack Library System and in part by a grant from the Literature Program of the New York State Council on the Arts.

Libraries in New York State forge solid links with both traditional and nontraditional local, regional and statewide educational institutions to offer adult learning and job information services and assist adults in continuing their education. LSCA funds have promoted and expanded networking between local libraries and such education institutions as local adult basic education programs; Education Opportunity Centers; two- and four-year colleges; and nontraditional statewide programs such as Regents College Degree and Empire State College. Librarians collect, store and dispense information to clients and to other agencies about available adult education opportunities through printed directories like the updated 1990 *Directory of Lifelong Learning* from the Mid-York Library System and online databases such as Nassau Library System's "Education Hotline" or "Learning Connection Hotline." Libraries also provide difficult to locate information for job seekers, such as Buffalo's *Directory of Job Service Providers*, a central list of agencies providing employment assistance services and through guides such as the Westchester Library System's "Career Guidelines: How To Locate Information on Career Planning and Job Search Strategies" or the "Directory of Employment Agencies in the Capital District" developed and published by the Bethlehem Public Library and the Schenectady County Public Library.

In addition to strengthening library materials collections, LSCA Title I grants support such services as individual career counseling and resume advisement; programs on the job search and career and employment opportunities; job clubs; programs to assist clients in starting small or home-based businesses; access to computerized guidance systems such as the System of Interactive Guidance and Information (SIGI) Plus, DISCOVER and the Guidance Information System (GIS); and employment-related information and referral systems such as JOB LINK, a computerized database that lists local job openings in Nassau County. Fifteen systems received LSCA Title I grants totaling $523,999 to provide job, career and education information and advisory services to 428,851 clients in their local communities.

- Several projects added videotapes and microcomputer software for job hunters and career changers to their collections. Some 150,060 residents of the rural Mid-York Library System area viewed 166 public access cable TV programs provided by the system's Adult Learning Opportunities Program supported by LSCA Title I. The Nassau Library System acquired a special collection of videocassettes this year for use by 54 member libraries.
- Microcomputers at The New York Public Library at locations in the Bronx, Manhattan and Central Harlem were used frequently to prepare resumes and explore personal interests.
- Several of the projects, including those at The New York Public Library, the Westchester Library System, the Southern Adirondack Library System and the Mid-Hudson Library System, employ librarians or counselors who provide individual learners

UTICA TROLLEYS



A PROGRAMMING KIT

featuring

TROLLEY CARS in

Central New York

MID-YORK LIBRARY SYSTEM
1600 LINCOLN AVE
UTICA, NY 13502

AUGUST 1990

The Mid-York Library System involved Sherman Mears and Gordon McFadden, long-time Utica residents and trolley car history buffs, in developing a programming kit for senior citizens as part of a $2,020 project to help member libraries serve senior citizens in nursing homes and at neighborhood centers. In addition to 74 slides of trolleys, Utica trolley stops and familiar buildings in Utica and accompanying audiocassette, the kit includes suggestions for encouraging reminiscence and discussion, paper punch-out trolley cars, books and a bibliography.

advisory services and assist clients to obtain their degrees or learn new skills. The Nassau Library System employs seven counselors to provide 56 hours a week of individual counseling in eight libraries. Some 900 clients received two to three sessions of counseling each during the project period. Some 12,310 people received one-on-one counseling at 12 of the 15 projects. In addition to promoting local lifelong learning opportunities, several project libraries have offered their own continuing education programs for adults.

- The Nassau Library System continues to offer a series of "Independent Scholars Roundtables" in two local libraries, which has drawn national attention. Some 72 hours of Independent Scholar programs were attended by 650 scholars.

In addition to their work with educational institutions, project librarians also create and maintain strong links with local government agencies, service groups and community-based organizations working with unemployed and underemployed persons.

- Librarians in the Mid-Hudson Library System work with Greenthumb, Head Start Family Workers, Mental Health Association, the Resource Center for Accessible Living and the County Job-Training Administration. Community-wide committees composed of representatives from Private Industry Councils, Job Training and Partnership Act agencies, health and social welfare services, voluntary action centers, chambers of commerce, employment centers and agencies, senior service groups, cooperative extension services, displaced homemakers, community centers, unions and professional education and counseling associations are often formed or coordinated by librarians. Project staff use cooperative links not only to collect up-to-date information about employment and retraining opportunities but to inform other groups about the library's services and to encourage agency representatives to use the resources, to refer clients to the library and to cooperate in service delivery.
- The Library in a geographically isolated community of 13,941 in the Four County Library System finds increased use of job information services because the Department of Labor closed the local unemployment office.
- The JIC librarian from Clinton-Essex-Franklin serves on the State Literacy Council and the State Adult Learning Services Advisory Council.

Several library systems offer employment services to special target groups. oThe Clinton-Essex-Franklin Library System conducted 26 programs related to job-seeking skills for nearly 838 inmates at seven correctional facilities. Each facility was visited every six to eight weeks.

- The Brooklyn Public Library provided services to local schools, summer youth employment programs and juvenile offender programs to improve career education for minority youth.
- Three libraries in the North Country Library System provide job and career advisement, workshops and information to blue collar workers in geographically isolated, rural communities with high unemployment rates.
- The Crandall Library in Glens Falls (Southern Adirondack Library System) targeted people interested in starting a small business in 1990 and offered two day-long "Small Business Start-Up and Survival Seminars" attended by a total of 160 people.
- The Suffolk Cooperative Library System, which served 9,640 people from 78 villages with a $35,350 grant, provided counseling and developed extensive collections on relocation and out-of-state information to respond to requests from people recently laid off due to cut backs in the defense industry. Overall, 16,144 people attended 2,459 hours of group workshops and special programs sponsored by 14 of the 15 projects.

Task 5.d Identify and secure additional sources of funding to assist local libraries to improve and increase services to adult learners.

Accomplishments

Systems sought and obtained small grants from local agencies and conducted local fundraising events to supplement and strengthen their adult learner programs. Clinton-Essex-Franklin Library System has been particularly aggressive in obtaining funds from both the National Endowment for the Humanities and the New York State Council on the Arts to provide programs and educational opportunities for adults.

Task 5.e Seek State support to expand the EIC program while continuing to use LSCA funds to support the program.

Accomplishments

The Legislature did not appropriate funds for the seven State-supported Education Information Centers for 1990. No dedicated EIC State monies were available after July 1990. LSCA funds were used to maintain services at some of these centers. In 1990, the Nassau

Library System strengthened its EIC with a $67,670 grant that enabled them to provide ongoing reference and special needs services to 5,870 persons. Some new materials on the subjects of education, career and job information were acquired, and education online databases were maintained. LSCA funds also supported the individual counseling sessions at the EIC. Brooklyn Public Library used LSCA funds to purchase over 800 books to serve 138,034 persons through its EIC. In addition to LSCA funds, State aid from the Coordinated Outreach Program and from special legislative grants support these important services.

Task 5.f Seek State aid funds to expand public library services that assist adults to increase their literacy skills.

Accomplishments

In July, 1990 State Aid legislation was enacted which authorizes $100,000 for 1992 and $200,000 for 1993 for the discretionary Adult Literacy Services grants to public libraries (which operated in 19843 and 1986). The statute also annualized appropriations starting in 1992.

Objective 6. Improved library service to residents of institutions.

Task 6.a Provide staff assistance and consultant service for the planning and development of institution library programs, emphasizing basic support from the agencies that administer the institutions and backup services from the agencies and library systems.

Accomplishments

LSCA funds provide two types of services to institutions: a consultant aids institution administrators, librarians and others through consultant services, and grants are awarded to State agencies operating residential institutions. This year the program:

- Assisted State institutions through 10 visits and 450 telephone calls.
- Continued work with the coordinator of library services and librarians in the Department of Correctional Services concerning information and referral services and advised on improvement of library services.
- Continued work with Division for Youth library coordinator in the development of library services in facilities.
- Released State grants totaling $512,000 for public library service to inmates of State correctional facilities.
- Granted LSCA funds to the New York State Office of Mental Health, The Division for Youth and the New York State Department of Correctional Services.

Department of Correctional Services

The Department of Correctional Services developed and used a videotape, *Introduction to Library Resources for Hispanic Offenders* in which the actors speak Spanish (with sub-titles in English). This is proving useful in serving a growing Hispanic inmate population.

Division for Youth

The State Division for Youth used storytelling as a form of communication in a storytelling project at the Auburn, Buffalo, Great Valley, Industry, Annsville, Brookwood, Brace, Goshen, Lansing and Parker Youth facilities, reaching approximately 230 young adults. Staff members believe that residents have a greater knowledge and understanding of their own traditions and stories relating to the Afro-American experiences.

Office of Mental Health

Three Mental Health facilities participated in the "Match Program" in which they established collections of materials and other resources to meet the ethnic, cultural, informational and recreational needs of patients. Patients in these facilities include people from cultural groups such as Spanish, Vietnamese and Haitian Creole. The project reached over 1,300 persons and Mental Health personnel have evaluated it as successful and helpful in rehabilitation.

Task 6.b Provide information on effective institution library services and disseminate information through conferences and workshops.

Accomplishments

Annual Reports for 1989-90 have been collected from State institutions libraries and summarized for future publication in the *Institution Libraries Statistics*.
The annual workshop was postponed in 1990 because of severe State fiscal restraints placed upon travel to meetings, workshops and conferences.

Task 6.c Encourage public library systems to provide services to institutions and encourage public libraries to reach out to formerly institutionalized persons who have reentered society.

Accomplishments

The Institution Consultant encouraged these services.

Task 6.d Advocate appropriations to State agencies for improving library resources and services.

Accomplishments

The Institution Consultant encouraged institution librarians to seek funds for the purchase of print and nonprint resources.

Task 6.e Seek additional State funds for further development of institution libraries.

Accomplishments

The Institution Consultant encouraged institution librarians and administrators to increase their State funding in support of library resources and programs.

Objective 7. Effective use of technology to improve services and efficiency.

Task 7.a Assist cooperative regional planning that supports resource sharing and services.

Accomplishments

During 1990, $3 million of State funds helped library systems convert over 1.6 million bibliographic holdings records into machine-readable form, provide improved access to the various national databases, extend and improve telecommunications between libraries, and conduct several studies to improve automated services. Nine regional programs, representing all types of library systems, carried out these projects.

Task 7.b Promote the linking of the various automated (and generally dissimilar) library applications in the State, providing access to bibliographic and holdings records throughout the State.

Accomplishments

No projects were completed under this category.

Task 7.c Further develop machine-readable bibliographic and locator files for monographs and serials.

Accomplishments

The development of the monographic and serials databases with State and Federal funds continued in 1990. The monographic databases consist of 123 million holdings records with approximately 52 percent in machine readable form. In the serials databases, of the estimated 1.4 million records, approximately 53 percent are in machine readable form.

Monographic databases:

- The Capital District Library Council converted 30,000 monograph records (10,000 into the OCLC database and 20,000 holdings to Bibliofile) and has its chief overlying goal to create a one-disc CD-ROM supplement to the regional union catalog and to distribute the supplemental CD-ROM to all of the libraries and library systems in the area that desire it.
- The Central New York Library Resources Council converted 44,664 records into machine readable form. Each of the libraries and library systems did the conversion for its own institutions.
- The New York Metropolitan Reference and Research Library Agency (METRO) project supplemented the State's Regional Data Bases program by adding 48,213 records into the database, successfully converting 2,541 "unique to the database" records and 45,672 "ubiquitous, scarce, unique to New York" records.
- The New York Public Library's project continued the building of the Metropolitan Interlibrary Cooperative System (MILCS) database, which is resident on New York Public Library's LIONS (Library Information On-line Network System) computer system. This project added 161,000 records via its ONLICATS software. ONLICATS forms the software supporting structure for MILCS. All 161,000 records were added to MILCS database and are available to its members.
- The North Country Reference and Research Library Resources Council converted 24,800 records. The project involved school, public and academic libraries. The records were converted into OCLC, Brodart and the North Country Library System's DRA system.
- The Rochester Regional Library Council project converted 41,157 records from public, academic and school libraries. The records were converted on the OCLC and Brodart databases. 3,647 of the records converted were unique in the database.
- The South Central Library Resources Council oversaw two projects: One project, by the SCOOLS, group converted more than 20,000 items to OCLC, Brodart and a local online system. The second project, by SUNY Binghamton, converted 140,000 government documents into the OCLC database through customized set cataloging by Marcive, Inc. and tapeloading to OCLC.

- The Southeastern Library Resources Council produced a CD-ROM public access catalog of monographic holdings in union format based upon full MARC records. The catalog is a universal point of access for all MARC converted cataloging records for monographs in the Southeastern region.
- The Southeastern Library Resources Council's project encompassed work on school library collections by members of 5 of the 6 school library systems; 37,747 records were converted to full MARC format.
- The Western New York Library Resources Council oversaw a project that converted 31,304 ubiquitous records from academic, public, special and school libraries into OCLC. Holding locations for 26,494 records were added to the OCLC database and 4,810 to the Brodart database.

Serials Databases:

- The New York Metropolitan Reference and Research Library Agency (METRO) continued the development of the METRO union list of serials by adding 18,836 records to OCLC and RLIN.

Task 7.d Sponsor appropriate studies to plan, design and evaluate the technological component of a coordinated resource sharing and document delivery system and conduct a pilot test of such a system.

Accomplishments

The statewide automation plan, *Technology & Access: The Electronic Doorway Library*, is being used to assist in the development of projects for automation using both State and Federal funds.

Task 7.e Integrate LSCA funds, State aid for regional bibliographic and database development and other resources.

Accomplishments

LSCA policy and program guidelines are consistent with those of the regional bibliographic database and resource sharing program.

Task 7.f Encourage public libraries of all sizes to acquire microcomputers and other equipment to improve access to information.

Accomplishments

Telefacsimile machines were installed and used to help libraries of all sizes acquire telefacsimile equipment for resource sharing.

- The North Country Reference and Resources Council purchased and installed telefacsimile machines in two hospital libraries and four public libraries to improve access in the region to medical information.
- Rochester Regional Library Council expanded its regional telefacsimile network to include five library systems and three libraries and updated Region's joint telefax agreement.
- Western New York Library Resources Council purchased and placed telefacsimile machines in eight libraries or library system headquarters in Western New York. A total of 1,353 items were sent by the libraries; 4,108 pages were transmitted; and 597 items (976 pages) were received via fax.

Task 7.g Encourage and assist libraries of all types to make appropriate use of computers, including the experimental use and testing of new technological applications.

Accomplishments

More than 500 of New York State's 733 public libraries have one or more microcomputers. No federal funding was requested for microcomputers in this program year; libraries are using State, local, gift funds to purchase them.

Task 7.h Encourage statewide continuing education programs that facilitate resource sharing among all types of libraries.

Accomplishments

The nine Reference and Research Library Resources systems are using Regional Bibliographic Data Base Program funds for continuing education workshops. These workshops provide education in library automation and technology. In 1990, three systems, Long Island, North Country and Western New York, targeted funds for automation workshops that will result in improved resources sharing.

Objective 8. Preservation of endangered library resources.

Task 8.a Provide technical and consultant services to libraries and other agencies on conservation/preservation planning and action.

Accomplishments

Division of Library Development staff held four grant application workshops to assist prospective applicants in preparing a proposal and to encourage preservation planning. A total of 138 people from 115 institutions

attended these workshops.

Staff developed an extensive workbook (now in its third edition) to assist institutions in preparing their applications. This workbook contains basic hints on grant writing, good and not-so-good examples of responses from past applications and a sample of a project budget. It is now distributed widely and extracts from the workbook have been published in *The Bookmark*, which reaches an even wider audience. The workbook has also been used by the New York State Archives and Records Administration in their grant application workshops and by several consultants outside New York.

An Environmental Controls Resource Packet, *Conservation Environment Guidelines for Libraries and Archives*, was developed for use by libraries, archives, historical societies and other repositories attempting to improve storage conditions for their collections. This packet provides detailed information for institutions that may not be able to take advantage of other technical and consultant services. Since no comparable publication exists, the packet has attracted national attention and been recognized by preservation professionals as a major resource for New York as well as other states.

Conservation/Preservation Program staff met with program representatives from the 11 comprehensive research libraries in New York City June 4-5, 1990, to discuss changes in guidelines and procedures and plan coordinated preservation projects.

Staff of the Conservation/Preservation Program scheduled and conducted several half-day meeting with the preservation committees of the regional organizations in the State, including the nine reference and research library resource systems and the four regional historical service agencies. The purpose of these meeting was to discuss possible activities for these groups, methods for needs assessment and the possibilities of funding through the Discretionary Grant Program. A joint meeting of the groups was held in conjunction with the annual meeting of the New York Library Association, representing the first time these groups had met together to discuss cooperative, regional preservation projects.

Task 8.b Encourage development of regional and statewide strategies for preservation and disaster preparedness.

Accomplishments

The Disaster Preparedness Project conducted during the NEH project had a major impact on awareness of disaster planning activities through workshops, newsletter articles and the publication of the *Disaster Preparedness and Planning Resource Packet*. The Conservation/Preservation Program has continued to focus attention and resources on preparedness by revising and updating the resource packet, updating and distributing a list of statewide volunteers and by funding two significant regional training programs. These regional programs have provided training workshops and recovery demonstrations, trained recovery volunteers, purchased stocks of recovery supplies to be made available to local area institutions, developed telephone reference programs, compiled regional resource lists that include location of freezer facilities, refrigerated trucking companies, professional recovery services and other vital services. These project will serve as models for similar programs to be developed in other regions.

Task 8.c Develop preservation education and outreach programs.

Accomplishments

In conjunction with preparation of the final report for the Conservation/Preservation Program's NEH project, an analysis of applications to the Discretionary Grant Program was undertaken to help evaluate the effectiveness of the program's education and outreach efforts. The analysis provides a statistical profile of the applicants, correlates attendance at program sponsored workshops with application and award history and evaluates the effectiveness of the disaster preparedness project. Using the information in this analysis as well as information gained from the review of applications, the "Outline of Long-Range Plans" for the Conservation/Preservation Program was undated to include activities aimed at addressing previously unidentified needs. The plan covers projected education and outreach activities through 1995.

Among the needs identified in this document is preservation training for school library media specialists. During the past year, Conservation/Preservation Program staff worked with a regional school library system to develop a curriculum for preservation workshops to address the special needs of this group. Although the original series of workshops was canceled due to budgetary and scheduling problems, the Discretionary Grant Program now intends to fund the effort during the coming year. If successful it will serve as a model for similar workshops across the State.

Staff discovered that there are few resources available to media specialists who may want to introduce young readers to basic ideas of preservation. The staff therefore developed two colorful posters using the "Samurai Bookworm" character to inform young readers (K-6) that books are fragile and that much of the damage that occurs to them is inadvertent and easily preventable. The posters also describe the "anatomy of a book," indicating some of the components that go into modern bookmaking. In addition, the posters come with a guide to assist library media specialists or other

The New York State LIBRARY

1991

This brief report focusses on major accomplishments in the year ending March 31, 1991. Both State and Federal funds supported statewide initiatives and services. During this year, the State Library:

Worked with a 12-member New York State Library **Visiting Committee** headed by Regent Walter Cooper. The Committee reviewed the Library's services to small business through the Department of Economic Development and urged the Library staff to develop other such initiatives that respond to State priorities and support New York's role in a global economy. In 1991, the Department of Economic Development reported that New York small business firms used the State Library's service to obtain $20.1 million in government contracts.

Added Library of Congress databases and the Regents College "DistanceLearn" database to its electronic resources. The **"Electronic Reference Station"** is a self-service reference service with databases ranging from journal indexes to research summaries and patent information.

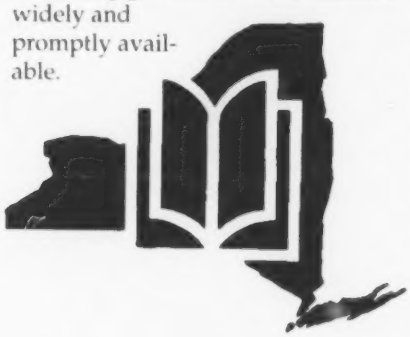
Hosted a colloquium on **"Advanced Television Systems: High Definition TV on the Horizon."** The session, the sixth in a series on "Technology and the Research Environment of the Future," was organized by Howard Miller, Senior Vice President of Public Broadcasting, and included experts from the PBS Advanced Television Test Center, NASA Advanced Video Systems Development, and AT&T Bell Laboratories.

Suspended microfilming of State publications for the **New York State Documents Depository System** because of problems relating to the

The University of the State of New York
The State Education Department

BEST COPY AVAILABLE

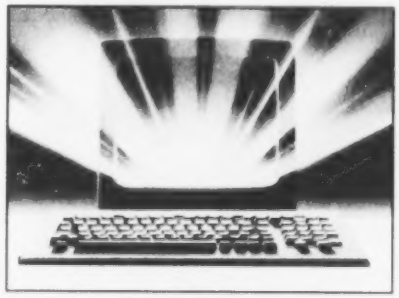
State fiscal crisis, but readied plans to reinstate the service as soon as possible as part of its commitment to making government information widely and promptly available.



Exhibited in the State Museum Abraham **Lincoln's handwritten draft of the Emancipation Proclamation** and other Lincoln materials in conjunction with the "Lincoln and Democracy Symposium" organized by Governor Cuomo, November 17. The Library also prepared a checklist of Lincoln materials in the State Library.

Began a project to develop a **literacy evaluation manual** for public library literacy programs. Assisted by a grant from the U.S. Department of Education, the Division of Library Development will develop an evaluation model that can be used throughout the nation.

Agreed to work with NYSERNet in helping libraries become **"electronic doorways"** to information. NYSERNet membership enables the State Library to provide libraries and library systems worldwide with the ability to dial into and search the State Library's online catalog via the Internet. More than 140 catalogs of major libraries in 26 states, Australia, Canada, Israel, Mexico, New Zealand and the United Kingdom are accessible through NYSERNet; the State



Library will test NYSERNet telecommunications for interlibrary loan. A 12-member Joint Planning Team headed by Mary Ghikas, Executive Director of the Western New York Library Resources Council, will help the State Library and NYSERNet plan other network services for libraries.

Completed an action plan for **"Library Systems Toward the 21st Century"** after a September conference for leaders from 76 library systems and other meetings in which participants analyzed the results of a comprehensive evaluation study of library systems completed in 1989. The action plan will help systems and member libraries refocus system programs and bring about a statewide network of electronic doorway libraries.

1991: THE LIBRARY'S YEAR IN NUMBERS

74,185	reference questions answered
738,891	items added to the collections: books, maps, journals, gifts and microforms
23,200	titles cataloged
51,909	Federal and State documents received in paper form
164,494	New York State documents distributed to the State Depository libraries
21,250	journal subscriptions in the computerized serials database
109,005	journal issues checked in
98,657	items retrieved from the stacks
40,028	items circulated
82,600	interlibrary loan requests processed
133,000	patrons visited the Library, and 2,924 persons used the Legislative or State Office Campus service points
589,881	talking books and braille books loaned by the Library for the Blind and Visually Handicapped

Completed a Division of Library Development **Conservation-Preservation** project funded by the National Endowment for the Humanities. Education materials in the project included preservation planning packets, a *Samurai Bookworm* poster and education kit, and helpful guides to librarians applying for preservation grants.

Measured the progress libraries are making toward meeting proposed new **standards for public libraries**. Some 545 libraries (74 percent of all libraries) met the proposed standard for hours of service in December 1990; 505 libraries (68 percent) are accessible to persons in wheelchairs; and 702 (95 percent) now have public restrooms. The most dramatic changes were in the numbers of libraries with listed telephones (only 6 libraries lack a phone), photocopiers (671, or 91 percent, have them), microcomputers (577, or 78 percent, have them) and telecommunications modems (396, or 54 percent of all libraries, have them)!

Published a bibliography of African American Inventors, sponsored an exhibit and hosted a seminar on invention as a part of a joint **Black History Month and Inventors Day** celebration in March. Patricia Sluby, of the U.S. Patent Office, and Frances Gaskin, a Capital District inventor and businesswoman, spoke at the seminar.

Helped promote books and reading through an April "**Night of 7,000 Stars**" and Federal Library Services and Construction Act grants to expand 1991 **summer reading programs for children** and initiate planning for a 1992 statewide summer reading program, "New York is Reading Country."

Distributed "De Nieu Nederlandse Marcurius," the newsletter of the **New Netherland Project**, to 150 scholars throughout the world and cooperated with Syracuse University Press in publishing volumes 2 and 3 of *Governor Andros Papers* and *Fort Orange Court Minutes*. The Project staff transcribes, translates and edits the Dutch Colonial Manuscripts. In September, the Project held the 13th Rensselaerswijck Seminar on "New Netherland and the Frontier."

Made the Library's **online catalog** of nearly 2 million items available in the Legislative Library in the Capitol. The catalog is also available in other government libraries, Senate offices, library systems, medical libraries, and other points. The State Library continues to serve legislative offices at a service point in the Legislative Office Building, and published **Legislative Trends** and bibliographical information bulletins on "Legislation and Drugs," "Incest and Delayed Discovery," the "Wicks Law" and "Legislative Reapportionment."

1991: LIBRARY DEVELOPMENT'S YEAR IN NUMBERS

145	consultant visits and meetings
945	annual reports reviewed
597	State aid applications
973	State aid releases
644	State aid reports received and approved
87	special Legislative grants
482	public librarians certified
17	conferences workshops and regional meetings conducted

NEW TREASURES

The Manuscripts and Special Collections Section acquired 113 collections or manuscripts, some 500 prints and photographs, and 25 important maps. Among these were:

- Archives of Upper Hudson Planned Parenthood
- Account book of Theunis DeKey, New York City and Kingston, 1680-1687, Dutch.
- Several new depository series were received from the Federal and State government, including the highly detailed 1:9600 series of New York State maps from the Department of Transportation.
- Chart of Lake George showing steamboat channels 1899. Very rare first and only edition of this chart.
- General William W. Averill Papers. Important for Civil War as well as early history of the Southwest United States.
- State Communities Aid Association Archives.
- World War I material, including:

  Diary of Pfc. C. Costello in New York and France, 1918.

  Cpl. Guy J. Siefried and Elbert Siegfried corespondence, 1917-1918, from New Jersey, France and Alaska.
- Letters of Capt. Herman J. Schafer, U.S. Army, 1943-1947, in Canada and in Philippines during occupation.
- An important early photographic printing of the Emancipation Proclamation.
- Environmental/recreational material including an Adirondack/Catskill hiker's journal, 1917-1923; a nearly complete run of the *Cloudsplitter*, the magazine of the Adirondack Mountain Club, 1943-1989 and a large group of papers of Edward L. Partridge, Commissioner of Bear Mountain State Park.
- Correspondence between Fridolf Johnson, graphic artist and editor of the *American Artist*, and Charles Antin, owner/operator of the Serendipity Press.
- Correspondence of J. A. Woodward, furniture dealer and funeral director, Warrensburgh, NY, 1912-1913.
- Civil War material, including:

  A manuscript history of the 153rd Regiment, New York Volunteers by Jacob H. Enders.

  Scrapbook of the 71st New York Regiment.

  Diary of John Hill, 100th New York Volunteers, 1864.

  Correspondence of Lt. Calvin Haynes, 125th New York Volunteers.

The Bookmark *informs librarians, trustees and others interested in library and information service. Issues this year dealt with law library services, children's services, the Governor's Conference on Library and Information Services, and family history.*

Law Library Services in the 1990s

Imagination and the Magic of Libraries

Clarifing and Defining Library Services

Family History Resources

STATE AND FEDERAL FUNDS UNDERWRITE SERVICES

In 1990-91, the State expended $71.6 million in State aid for libraries. State support of the Library and Library Development Division totaled $8.6 million.

The FY 1991 Federal Library Services and Construction Act (LSCA) allocation to New York State for Title I (public library services) was $5,307,909, for Title II (public library construction) $1,066,005, and for Title III (interlibrary cooperation) $1,279,541. Sixty percent of the Federal funds were expended in grants to library systems for local and regional services and for public library construction. Thirty-five percent supported such statewide services as the library for the blind, interlibrary loan and library development services. Five percent was expended for administration.

The staff continued to seek and obtain grants to support priorities for preservation of newspapers and other endangered materials, cataloging of special collections, and information services. These included $410,078 for two projects from the National Endowment for the Humanities, $62,307 from the National Historical Publications and Records Commission for archival map cataloging and $103,610 from Title II-C of the Higher Education Act. The Library also received $223,406 from other units of the Education Department to provide Educational Programs Information Services.

In addition to the grants received this year, the Library's New Netherland Project remains jointly funded by the National Endowment for the Humanities and private contributions. The Library Development Division completed its statewide conservation/preservation program under a multiyear grant from the National Endowment for the Humanities.

State and Federal funds supported a total staff of 221 on March 31, 1991.

NEW YORK STATE LIBRARY EXPENDITURES

April 1, 1990 - March 31, 1991

	State	Federal*
State Library Operations (except Acquisitions)	$5,230,354	$2,017,828
Library Acquisitions	2,668,507	0
Library Development Division Operations	495,127	1,003,581
NYSILL	227,005	0
Total Services	**$8,620,993**	**$3,021,409**

**Data based on expenditures in Federal FY1990.*

PUBLIC LIBRARIES AND PUBLIC LIBRARY SYSTEMS* 1990-91 STATE AID PAYMENTS

Library System	System and Central Library	Local Library Incentive Aid	Total
Brooklyn	$4,471,880	$985,307	$5,457,187
Buffalo-Erie	2,036,381	421,647	2,458,028
Chautauqua-Cattaraugus	839,062	91,117	930,179
Chemung-Southern Tier	977,122	110,726	1,087,848
Clinton-Essex-Franklin	831,986	56,022	888,008
Finger Lakes	934,462	98,585	1,033,047
Four County	1,093,028	147,695	1,240,723
Mid-Hudson	1,385,236	178,739	1,563,975
Mid-York	1,038,433	102,287	1,140,720
Mohawk Valley	844,625	133,446	978,071
Monroe	1,073,442	266,660	1,340,102
Nassau	2,533,198	677,482	3,210,680
New York	11,046,224	1,252,030	12,298,254
Nioga	848,325	145,200	993,525
North Country	1,169,023	145,570	1,314,593
Onondaga	988,401	160,930	1,149,331
Pioneer	1,162,767	190,455	1,353,222
Queens	3,515,700	1,003,315	4,519,015
Ramapo Catskill	1,423,149	233,089	1,656,238
Southern Adirondack	946,831	79,324	1,026,155
Suffolk	2,461,965	578,071	3,040,036
Upper Hudson	993,785	201,221	1,195,006
Westchester	1,694,970	434,303	2,129,273
Total	**$44,309,995**	**$7,693,221**	**$52,003,216**

*Does not include Local Correctional Institution Services, State Correctional Institution Services, The New York Public Library - Schomburg Center for Research in Black Culture and Library for the Blind and Physically Handicapped, Automation Grants.

OTHER STATE AID PAYMENTS

April 1, 1990 - March 31, 1991

Reference and Research Library Resources Systems	$3,002,389
School Library Systems	5,030,551
Public Library Systems/Local Correctional Institutional Service	175,000
Public Library Systems for State Correctional Institution Service	441,357
The New York Public Library Service to Blind and Handicapped Readers	739,200
The New York Public Library, Schomburg Center for Research in Black Culture	638,000
Indian Library Grants	239,074
Regional Database Program (Region/Grant)	3,090,000
Capital District ($280,000); Central ($305,000); Long Island ($310,000); METRO ($483,750); North Country ($275,500); Rochester ($305,000); South Central ($361,250); Southeastern ($295,000); Western ($392,500); Public Library System Competitive Grants ($100,000)	
Coordinated Academic Collection Development	1,359,773
New York Academy of Medicine (Coupons)	460,000
Hospital Library Program	1,266,000
Conservation/Preservation	1,750,000
Columbia University, Cornell University, New York University, University of Rochester, Syracuse University, The Research Libraries of The New York Public Library, and the four State University Centers at Albany, Binghamton, Buffalo, and Stony Brook ($90,000 each)*	
Special Legislative Projects	1,367,865
Total	**$19,559,209**

*Does not include a similar sum of the New York State Library.

SPECIAL LEGISLATIVE GRANTS 1990-91*

NAME	CITY	AMOUNT
Amsterdam Free Library	Amsterdam	$2,000
Amsterdam Free Library	Amsterdam	20,750
Ardsley Public Library	Ardsley	11,000
Baldwin Public Library	Baldwin	5,000
Bellmore Memorial Library	Bellmore	4,500
Buffalo & Erie County Public Lib.	Buffalo	7,020
Canajoharie Library & Art Gallery	Canajoharie	20,750
Chatham Central School	Chatham	25,000
Cheektowaga Public Library	Cheektowaga	3,500
Chemung-Southern Tier Lib. Syst.	Corning	49,000
Clifton Community Library	Cranberry Lake	2,500
Clinton-Essex-Franklin Library Syst.	Plattsburgh	9,500
Clinton-Essex-Franklin Library Syst.	Plattsburgh	1,125
Deer Park Public Library	Deer Park	15,000
Dolgeville Central School	Dolgeville	16,600
Elmont Public Library	Elmont	2,990
Elmont Public Library	Elmont	4,200
Farmingdale Public Library	Farmingdale	5,000
Floral Park Public Library	Floral Park	9,240
Floral Park Public Library	Floral Park	12,900
Franklin Square Public Library	Franklin Square	10,000
Freeport Memorial Library	Freeport	9,000
Genesee Library	Little Genesee	7,000
Hempstead Public Library	Hempstead	10,000
Hempstead Public Library	Hempstead	16,100
Jericho Public Library	Jericho	8,500
King's Daughters Public Library	Haverstraw	10,000
Lakeview Public Library	Rockville Centre	5,000
Lewiston Public Library	Lewiston	9,880
Locust Valley Library	Locust Valley	5,100
Allard K. Lowenstein Public Library	Long Beach	15,000
Long Island Library Resources Council, Inc.	Stony Brook	10,000
Long Island Library Resources Council, Inc.	Stony Brook	51,000
Madison-Oneida BOCES	Verona	23,000
Malverne Public Library	Malverne	8,000
Massapequa Public Library	Massapequa	9,000
Merrick Library	Merrick	13,500
Middle Country Public Library	Centereach	30,000
Moffat Library	Washingtonville	5,000
Mohawk Valley Library Association	Schenectady	4,900
Nanuet Public Library	Nanuet	8,700
Nanuet Public Library	Nanuet	3,500
Nassau Library System	Long Beach	25,000
The New York Public Library	New York	2,000
The New York Public Library	New York	42,500
Nioga Library System	Lockport	8,500
Nioga Library System	Lockport	11,050
Nioga Library System	Lockport	11,000
Nioga Library System	Lockport	11,500
North Babylon Public Library	North Babylon	8,500
North Merrick Public Library	North Merrick	9,000
North Syracuse Free Library	North Syracuse	20,000
North Syracuse Free Library	North Syracuse	20,000
Oppenheim-Ephratah Cent. School	St. Johnsville	12,450
Patchogue Medford Library	Patchogue	$10,000
Port Chester Public Library	Port Chester	10,000
Port Chester Public Library	Port Chester	1,000
Port Jefferson Free Library	Port Jefferson	15,000
Puerto Rican Cultural Heritage House	New York	62,250
Queens Borough Public Library	Jamaica	29,500
Queens Borough Public Library	Jamaica	50,000
Queens Borough Public Library	Ridgewood	66,000
Rockville Centre Public Library	Rockville Centre	7,500
Rouses Point, Village of (Dodge)	Rouses Point	7,000
Sachem Public Library	Holbrook	25,000
Sarah Hull Hallock Free Library	Milton	5,000
Schenectady County Public Library	Schenectady	1,960
Schenectady County Public Library	Schenectady	7,000
Schenectady County Public Library	Schenectady	5,810
Seaford Public Library	Seaford	9,000
Sherman Free Library	Port Henry	7,500
Spencer Public Library	Spencer	22,500
Stockton, Town of	Cassadaga	25,000
Tappan Library	Tappan	10,000
Utica Public Library	Utica	94,190
Waldinger Memorial Library	Valley Stream	6,000
Walworth-Seely Public Library	Walworth	40,000
Westchester Library System	Elmsford	12,500
Westchester Library System	Elmsford	2,500
Westchester Library System	Elmsford	3,000
Westchester Library System	Elmsford	20,000
Westchester Library System	Elmsford	25,000
Westport Library	Westport	35,000
Williston Park Public Library	Williston Park	8,400
Wilson Free Library	Wilson	25,000
Wilson Free Library	Wilson	33,000
Total		**$1,367,865**

* *As authorized July 1990; not all projects may have received full funding*

Staff of the New York State Library and other units of the Education Department assisted **Governor Cuomo's Commission on Libraries** and the New York State Governor's Conference on Library and Information Services. The Commission, headed by City University of New York Professor Richard Wade, conducted hearings in July 1991 and established policy for 11 regional **Governor's Conferences** August 28 and for a three-day conference in Albany November 28-30. These conferences involved more than 2,000 New Yorkers in statewide assessment of library services and needs. State Library staff and the Education Department also assisted Conference staff in preparations for the July 1991 White House Conference on Library and Information Services in Washington.

LIBRARY SERVICES AND CONSTRUCTION ACT GRANTS TITLE I — PUBLIC LIBRARY SYSTEM SERVICES

BROOKLYN PUBLIC LIBRARY SYSTEM	
The Child's Place Program	$137,792
Education/Job Information Center Program	64,288
Words and Memories: A Read-A-Loud Program for Older Adults	9,825
BUFFALO & ERIE COUNTY PUBLIC LIBRARY	
Project LEAP	94,500
Job/Education Information Center	32,332
Literacy Program	34,686
CHAUTAUQUA-CATTARAUGUS LIBRARY SYSTEM	
Update Radio Reading Service	12,920
Literacy Volunteer Coordination	20,565
English as a Second Language	10,800
Information Service for Families of Disabled Children	3,000
CHEMUNG-SOUTHERN TIER LIBRARY SYSTEM	
Appalachian Festival: "Stop on by the Library"	18,685
Books Plus For Coping	5,050
CLINTON-ESSEX-FRANKLIN LIBRARY SYSTEM	
Job Information Center	6,818
Cultural Programming For Youth	11,615
Radio Reading Service	5,555
Literacy Promotional Project	1,111
FINGER LAKES LIBRARY SYSTEM	
Services for Elderly Persons	25,000
FOUR COUNTY LIBRARY SYSTEM	
Job and Citizen Information Center	22,220
MID-HUDSON LIBRARY SYSTEM	
Education/Job Information Center Program	49,500
Literacy Project	19,958
MID-YORK LIBRARY SYSTEM	
Re-Careering Information Centers (RCICs)	15,273
Literacy Volunteers of the Mohawk Valley Project	16,598
Off to a Reading Start	9,090
MOHAWK VALLEY LIBRARY SYSTEM	
Improvement of Library Services to the Elderly	30,300
Education and Job Information Centers	35,451
MONROE COUNTY LIBRARY SYSTEM	
Adult Independent Learner/Job Information Center	20,277
Strategic Planning Training for Trustees and Directors	3,500
NASSAU LIBRARY SYSTEM	
Adult Independent Learner/Job Information Center	67,670
English for New Americans	13,635
"Lively Minds" The Traveling Library Learning Program	13,635
Babywise	26,765
THE NEW YORK PUBLIC LIBRARY	
Services to the Blind and Physically Handicapped	121,200
Outreach	202,102
English as a Second Language	18,419
Learners Advisory Service and Job Information Center Project	72,720
Literacy Project	59,452
Cooperative Database and Shared Cataloging	101,000
NIOGA LIBRARY SYSTEM	
Read to Me II	20,000
Library Services for New Adult Readers	16,800
NORTH COUNTRY LIBRARY SYSTEM	
Education/Job Information Center	36,057
Outreach Service to the Elderly	10,100
ONONDAGA COUNTY PUBLIC LIBRARY	
Literacy Project	27,453
Job Fax	9,235
Conversational English	11,000
PIONEER LIBRARY SYSTEM	
PAD (Pioneer Assistive Devices)	12,000
Bridges to the Community	9,000
Job Information Centers	8,300
QUEENS BOROUGH PUBLIC LIBRARY	
Latchkey Enrichment Project	50,000
Parents as First Teachers: Learning Together	40,866
Adult Literacy Program	11,700
RAMAPO CATSKILL LIBRARY SYSTEM	
Radio Vision	25,389
Job Information Center	15,000
SOUTHERN ADIRONDACK LIBRARY SYSTEM	
Elderly Services	30,000
Statewide Reading Promotion	17,900
SUFFOLK COOPERATIVE LIBRARY SYSTEM	
Literacy Project	20,306
Limited English-Speaking Project	14,334
Job and Community Information	35,350
When the Print is Too Small	22,245
UPPER HUDSON LIBRARY SYSTEM	
Outreach Services to the Disadvantaged	21,331
Limited English-Speaking	17,775
Literacy Services to Adults	17,550
WESTCHESTER LIBRARY SYSTEM	
Job Information Centers	17,271
English Classes for New Americans	24,442
Information Services for Seniors	8,080
Collaboration with Literacy Volunteers of Westchester County	10,908
TOTAL	**$1,973,699**

*approved through July 1, 1991

INVITATIONAL GRANTS — READING PROGRAMS

Buffalo & Erie County Public Library Stories Books & Reading: Summer Programs For Youth	$4,160
Chautauqua-Cattaraugus Library System Summer Outreach to Children	5,000
Chemung-Southern Tier Library System Appalachian Chestnuts and Nutmegs	4,800
Clinton-Essex-Franklin Library System Stories Books and Reading: Programs For Youth	5,000
Finger Lakes Library System Summer Programs For Youths at Mobile Home Parks	5,000
Four County Library System Stories, Books and Reading: Programs for Youth	4,995
Mid-Hudson Library System "Books Ahoy!: a publicity program"	5,000
Mid-York Library System Reach Out — Join the Reading Circus	5,000
Mohawk Valley Library Association Stories, Books and Reading: Programs for Youth	5,000
Monroe County Library System Camp Read-A-Lot	5,000
Nassau Library System "Books Ahoy" Launch Project	4,995
The New York Public Library Stories, Books and Reading: Programs for Youth	5,000
Nioga Library System "Summer Reading on the Erie Canal"	5,000
Onondaga County Public Library Wild About Reading	4,999
Pioneer Library System Way to Go	5,000
Ramapo Catskill Library System Stories, Books and Reading: Planning A 1992 Statewide Summer Reading Program	10,000
Ramapo Catskill Library System Stories, Books and Reading: Programs for Youth	5,000
Southern Adirondack Library System Summer Reading Program	5,000
Suffolk Cooperative Library System Summer Reading Club Hospital Outreach	4,900
Upper Hudson Library System Stories, Books and Reading: Programs for Youth	5,000
Westchester Library System Stories, Books and Reading: Programs for Youth	5,000
TOTAL	**$108,849**

INVITATIONAL GRANTS — REGIONAL TRUSTEE WORKSHOPS

Clinton-Essex-Franklin Library System	$3,000
Finger Lakes Library System	2,852
Mid-Hudson Library System	2,932
Suffolk Cooperative Library System	2,970
TOTAL	**$11,754**

INSTITUTIONS

DEPARTMENT OF HEALTH Improvement of Patient Library Services	$12,200
MID-HUDSON LIBRARY SYSTEM Library Service to NYS Division for Youth's Brookwood/Parker Center	40,720
TOTAL	**$52,920**

STRENGTHENING MAJOR URBAN RESOURCE LIBRARIES

BROOKLYN PUBLIC LIBRARY Materials on art, music, history, travel and biography, languages, literature, science, industry, social sciences, youth services, children's books, and education/job information, as well as documentaries on videocassettes and teaching films.	$194,701
BUFFALO AND ERIE COUNTY PUBLIC LIBRARY Materials on computers, science, environment, export/import, substance abuse, small business, literature, and World War II/holocaust.	35,026
THE NEW YORK PUBLIC LIBRARY Information on special subjects in formats such as books, microforms, films, recordings, audio and videocassettes and instructional software.	258,467
ONONDAGA COUNTY PUBLIC LIBRARY Materials on business, education, travel, electronics, sales management and music, as well as microfilmed local history materials.	22,259
QUEENS BOROUGH PUBLIC LIBRARY Materials on art, music, languages, science and technology, and social sciences in a variety of formats and preservation of historical materials.	163,639
ROCHESTER PUBLIC LIBRARY Materials on art, business, education, history, literary criticism, reference and science and technology, as well as microfilms of periodicals and local history materials.	28,338
YONKERS PUBLIC LIBRARY Specialized reference materials in business, finance, technology and economics.	24,605
TOTAL	**$727,035**
TITLE I TOTAL	**$2,874,257**

TITLE II — CONSTRUCTION

BROOKLYN PUBLIC LIBRARY		
Brooklyn Public Library - Cypress Branch	New Building	$350,000
Brooklyn Public Library - McKinley Branch	Addition, Energy Conservation, Handicap Accessible	168,376
BUFFALO & ERIE COUNTY PUBLIC LIBRARY		
City of Tonawanda Public Library	Remodel: Handicap Accessible	3,500
CHAUTAUQUA-CATTARAUGUS LIBRARY SYSTEM		
Darwin R. Barker Library	Remodel: Handicap Accessible	10,500
Olean Public Library	Energy Conservation, Handicap Accessible	17,217
FINGER LAKES LIBRARY SYSTEM		
Tompkins County Public Library	Remodel: Handicap Accessible	120,242
MID-HUDSON LIBRARY SYSTEM		
Brewster Public Library	Addition, Handicap Accessible	103,372
Kent Public Library	Addition, Energy Conservation, Handicap Accessible	29,750
MID-YORK LIBRARY SYSTEM		
Barneveld Public Library	Remodel: Handicap Accessible	9,100
Mid-York Library System	Remodel: Energy Conservation, Handicap Accessible	159,719
Town of Western Library	Remodel: Handicap Accessible, More Usable Space	9,415
NASSAU LIBRARY SYSTEM		
Lakeview Public Library	Remodel: Handicap Accessible	7,000
Lynbrook Public Library	Addition	243,190
OysterBay-East North Public Library	Addition	114,402
Uniondale Public Library	Remodel: Energy Conservation, Handicap Accessible	91,521
NORTH COUNTRY LIBRARY SYSTEM		
Crosby Public Library	Remodel: Handicap Accessible	1,114
Lowville Free Academy	Remodel: Handicap Accessible	10,500
Massena Public Library	Remodel: Handicap Accessible	1,890
Phoenix Public Library	New Building	192,225
Potsdam Public Library	Remodel: Handicap Accessible	4,200
QUEENS BOROUGH PUBLIC LIBRARY		
Queens Borough Public Library	Remodel: Handicap Accessible	11,550
RAMAPO CATSKILL LIBRARY SYSTEM		
Finkelstein Memorial Library	Remodel: Handicap Accessible	3,850
New City Library	Remodel: Handicap Accessible	3,675
Nyack Library	Remodel: Handicap Accessible	29,750
Finkelstein Memorial Library	Energy Conservation	28,490
SOUTHERN ADIRONDACK LIBRARY SYSTEM		
Crandall Library	Remodel: Handicap Accessible	20,000
Raquette Lake Library	Energy Conservation	994
SUFFOLK COOPERATIVE LIBRARY SYSTEM		
Bayport-Blue Point Public Library	Addition	135,780
Floyd Memorial Library	Remodel: Handicap Accessible	7,000
John Jermain Library	Energy Conservation	15,400
Lindenhurst Public Library	Remodel: Energy Conservation, Handicap Accessible	26,578
North Babylon Public Library	Energy Conservation	20,202
Patchogue-Medford Library	Remodel: New Technology, Energy Conservation	15,750
Riverhead Free Library	Remodel: New Technology	4,375
UPPER HUDSON LIBRARY SYSTEM		
Albany Public Library - Howe Branch	Energy Conservation, Handicap Accessible	29,050
Albany Public Library - Pine Hill Branch	Energy Conservation, Handicap Accessible	176,776
WESTCHESTER LIBRARY SYSTEM		
Field Library	Remodel: New Technology, Handicap Accessible	2,156
Katonah Village Library	Handicap Accessible, More Usable Space	47,124
Mt. Kisco Public Library	Remodel: Handicap Accessible	15,400
Port Chester Public Library	Remodel: New Technology	1,704

TITLE III — INTERLIBRARY COOPERATION AND RESOURCE SHARING

CAPITAL DISTRICT LIBRARY COUNCIL	
Regional CD-ROM Expansion	$30,000
1991 Recon	25,000
CENTRAL NEW YORK LIBRARY RESOURCES COUNCIL	
Regional Telefacsimile Access Project	15,150
Retrospective Conversion Program	39,183
CHEMUNG-SOUTHERN TIER LIBRARY SYSTEM	
Spectrum Project	13,736
LONG ISLAND REFERENCE & RESEARCH LIBRARY RESOURCES COUNCIL	
Telefacsimile Equipment	14,100
Conspectus	4,000
MID-HUDSON LIBRARY SYSTEM	
NYLINE Project	65,856
NEW YORK METROPOLITAN REFERENCE & RESEARCH LIBRARY AGENCY (METRO)	
Union List of Serials Project	80,000
Retrospective Conversion	70,700
NORTH COUNTRY REFERENCE AND RESEARCH RESOURCES COUNCIL	
Public Access to Bibliographic Records	10,000
Retroconversion project	24,920
Data Base Modification	10,000
ROCHESTER REGIONAL LIBRARY COUNCIL	
Retrospective Conversion of Monographs	39,550
Access to Elementary Schools Serial Holdings	19,772
CD-ROM Workstations (Drives) for Regional Union Catalog	14,380
SOUTH CENTRAL LIBRARY RESOURCES COUNCIL	
Expansion of Regional Telefacsimile Network	15,810
Retrospective Conversion of Large Regional Collections	50,190
SOUTHEASTERN NEW YORK LIBRARY RESOURCES COUNCIL	
CD-ROM Public Access Catalog	30,200
Retrospective Conversion	26,200
WESTERN NEW YORK LIBRARY RESOURCES COUNCIL	
Retrospective Conversion	25,250
TITLE III TOTAL	**$623,997**
TITLES I AND III GRAND TOTAL	**$3,498,254**

NEW YORK STATE LIBRARY DIRECTORY AND TELEPHONE NUMBERS

(area code 518)

State Librarian and Assistant Commissioner for Libraries	
Joseph F. Shubert	474-5930
Director of the State Library	
Jerome Yavarkovsky	473-1189
Director of Library Development	
Roberta G. Cade	474-7196
Library Administration Officer	
GladysAnn Wells	474-4660
Principal Librarian, Collection Acquisition and Processing	
Elizabeth Lane	474-5946
Principal Librarian, Collection Management/Network Services	
J. Van der Veer Judd	474-5955
Principal Librarian, Legislative and Governmental Services	
Mary Redmond	474-3940
Principal Librarian, Reference Services	
Lee Stanton	474-2274

Other Frequently Needed Numbers

Reference Desk — (518) 474-5355

- for information and reference assistance
- for database searches
- when your information about a book or article is incomplete
- to make an appointment to consult about a research project
- to make an appointment for training to search electronic reference tools

Known-item Request — (518) 473-8362

- if you have exact information about a book or article (limited to three items per request)

Circulation Desk — (518) 473-7895

- to renew a book
- for information on an overdue book
- for a status report on paging requests

Legislative and Governmental Services — (518) 474-3940

- to sign up for an orientation tour (given each Wednesday)
- to make an appointment for training on the Library's online catalog
- to find out about access to the online catalog from your workstation
- to find out about publications prepared for government employees

Interlibrary Loan — (518) 486-4932

- to check on the status of requests submitted through the Reference Desk for materials not owned by the State Library
- to renew books borrowed from libraries other than the State Library
- to check on the status of requests referred to other libraries
- for information on procedures for requesting materials from other libraries

Documents, Gift and Exchange — (518) 474-5953

- for information on our government publications services
- to subscribe to the *Checklist of Official Publications of the State of New York* and *The Bookmark*

TDD/TTY phone — (518) 473-7121

Manuscripts and Special Collections — (518) 474-6282

Legislative Office Building Service Point — (518) 432-2649

Education Resource Center Service Point — (518) 474-5961

Library for the Blind and Visually Handicapped — (518) 474-5935

New Netherland Project — (518) 474-6067

The New York State Library is part of the State Education Department's Office of Cultural Education. It serves the government and people of the State through two major divisions:

- *The Research Library, one of the 100 largest research libraries in the nation, serving State government and the public in much the same way that the Library of Congress serves the nation.*
- *The Library Development Division, which works with the 7,000 libraries in New York State, primarily through systems, to ensure that every resident of the State has timely and free access to a full range of library and information services – the most comprehensive library development program in the nation.*

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, NYS Education Building, 89 Washington Avenue, Albany, NY 12234.

THE NEW YORK STATE EDUCATION DEPARTMENT
NEW YORK STATE LIBRARY
ALBANY, NEW YORK 12230

NON-PROFIT ORG.
U.S. POSTAGE
PAID
Albany, NY
Permit No. 293

00M159
92-154

adults when using the posters for instruction.
Preliminary meeting were held with the State Education Department's Office of Curriculum Development to discuss a vocational training program for conservation technicians. No such programs exist presently, although the lack of and need for technicians is widely recognized. This project is now on hold due to staff shortages in both offices.

Task 8.d Support the conservation and preservation of library research materials through State aid programs.

Accomplishments

Each of the 11 comprehensive research libraries designated in the 1984 legislation receives an annual grant of $90,000 to support its preservation activities. In addition, $350,000 is available for coordinated preservation projects among these libraries. Five coordinated preservation projects were funded for 1990-91. This year, all 11 of the comprehensive research libraries are involved in one or more of the following projects: "Preservation/Conservation of Historical Photographic Materials" ($64,767); "Preservation Photocopying of Music Research Collections" ($22,383); "Preservation of Acetate-Based Audio Materials—Phase V" (118,977); "Preserving the Heritage of New York State Agricultural and Rural Economy" ($53,871);
"New York State Cartographic Materials Preservation Project" ($90,000).
Eighty-one applications were received for the 1990-91 Discretionary Grant Program requesting a total of $973,263, but only $500,000 is available for awards. Thirty-eight applications, or 46 percent of the applications submitted, were funded this year. Twenty-one of these awards (55 percent) were made to libraries; 2 (5 percent) to archives, 6 (16 percent) to museums; 7 (17 percent) to historical societies and 3 (8 percent) to other types of agencies. Awards were made to support projects for microfilming manuscripts and printed books; professional conservation treatment of research materials, including photographs, atlases and historic manuscripts; and for general preservation surveys to assess collection care needs, determine environmental control requirements and help develop long-range preservation plans.
The 1991-92 Discretionary Grant guidelines were revised and distributed in July. In addition to preservation surveys, regional cooperative projects and environmental controls were named as Discretionary Grant Program priorities. The guidelines also include the preservation of newspapers as a fundable activity. Priority in funding newspaper preservation projects will be given to coordinated regional projects involved in the microfilming phase of the New York State Newspaper Project.

A special invitational project for the development of a regional collection environment monitoring program was issued during the review period. This is the first such project offered by the Discretionary Grant Program and the first project in the nation to propose either a regional approach to environmental monitoring or the use commercially available electronic hardware and computer software to implement such a program. This approach will be especially beneficial to smaller institutions that lack funding and personnel to otherwise monitor conditions in collection storage areas. The project is intended to complement the Conservation/Preservation Program's publication of the Environmental Resource Packet.

Task 8.e Seek additional State funds for the conservation/preservation of library research materials.

Accomplishments

Aid for conservation/preservation to the 11 comprehensive research libraries is increased in the 1990 library aid statute.

Objective 9. Construction and renovation of library facilities to improve service in systems and member public libraries and to provide access for physically handicapped persons.

Task 9.a Conduct an annual construction needs assessment within the State.

Accomplishments

Data supplied in the summer of 1990 by public libraries through their system headquarters in an annual statewide survey indicate that it would cost a minimum of $228.9 million to provide adequate facilities for public libraries throughout the State.

Task 9.b Continue the State-level and system-level planning process to gain maximum value from construction expenditures.

Accomplishments

As required by Education Law and Commissioner's Regulations, each public library system must have a plan of service by which it will accept, review and make recommendations on State-funded construction applications. Plans must include a schedule of such actions, local funds matching requirements, planning and technical requirements and procedures.

Task 9.c Encourage public libraries of all sizes to ensure handicapped access to, and rest room facilities in, all buildings.

Accomplishments

The FY 1990 Title II *Annual Program Statement* gave top priority to construction projects focused on making public libraries accessible to individuals with disabilities. Seven grants totaling $58,450 were made for such projects.

Task 9.d Use Federal LSCA Title II and other available funds to assist library construction and renovation.

Accomplishments

Grants from the FY 1990 allotment, totaling $1 million, were made to 19 public libraries in May, 1990. The LSCA funds were matched by some $6.6 million in local funds.

Task 9.e Seek appropriations for State aid for library construction, renovation and/or modification of public library buildings.

Accomplishments

Aid for construction is increased in the 1990 library aid statute.

Objective 10. Strengthening of the resources and services of the State Library to assure (a) the highest quality reference and research library service to the Executive, Legislative and Judicial branches of State government[3]; (b) efficient and effective interlibrary loan, networking, support and specialized library services to libraries and clienteles; and (c) planning, coordination, leadership and State financial participation in the provision of library service to all the people of New York State.

In 1992, $300,000 will be available for public library construction purposes and that amount would increase to $800,000 in 1993.

Task 10.a Use the State Library collection, the resources of 13 referral libraries and a computer-based telecommunications network to improve statewide interlibrary loan network performance and to fill requests not satisfied by regional systems.

Accomplishments

The State Library received and processed 84,467 interlibrary loan requests. Of these 41,797 (49.5 percent) were filled by the State Library and 21,360 (25 percent) were forwarded to the contract referral libraries, the RML, or the Library of Congress.

The use of ExpressILL by NYSILL transmission sites (33.8 percent of all requests received) has enabled staff to maintain turnaround time at the State Library despite a year of shrinking staff and the addition of new responsibilities. The turnaround time for all requests was 60.6 percent for the first day and 83.6 percent of all requests were either sent, referred or reported on within two workdays. For ExpressILL items it was 70.5 percent either sent, referred, or reported on the first day and 84.9 percent were done in two days.

Task 10.b Increase collection and staff strengths at the Library, which will ensure timely and effective response to interlibrary loan requests.

Accomplishments

The State Library added 19,799 new monographs, 116,287 serial issues in 18,405 titles and 277,376 microform units to the research collections (all were purchased with State funds). The State budget for acquisitions was $2,742,603.

Reference services staff members attended numerous training sessions to update and expand their knowledge. In-house training was conducted in the use of patents, standards and specifications, grant-related research tools, legal reference sources, archives and manuscripts holdings. Four staff members attended law-related training at the annual conference of the Association of Law Libraries of Upper New York. Staff were trained to use the Library of Congress databases, 10 new CD-ROM products and the LINCS serial system. The expanded knowledge base has helped staff provide informed assistance and direction to onsite researchers and provide subject-related assistance through the statewide interlibrary loan system.

To provide enhanced service to the general public who wish to use the CD-ROM databases available at the Library's Electronic Reference Station, staff have been trained and scheduled to orient patrons in this area. Orientation by appointment to the Library's patent and grant-related materials have been made available to the general public.

To help further train staff and provide improved patron assistance in the area of legal research, a librarian with a law degree and experience practicing law was added to work half-time in Reference Services.

A draft *Reference Services Policy Manual* was tested, revised and expanded to ensure that public service staff act in a consistent and appropriate manner.

Responsibility for processing requests from the Prisoner Services Project was transferred to the Interlibrary Loan Unit. This year 3,220 letters/forms, many containing multiple requests for legal materials, were

[3]This service is supported by nonmatching State funds.

processed. The staff filled 6,203 individual requests with 77,870 photocopied pages and 824 duplicated fiche.

This project supplements materials supplied through the public library systems and NYSILL, by providing direct access to unique legal materials in the State Library to prisoners in New York State Department of Correctional Services facilities.

Bibliographic data and holdings information for 4,105 titles held by the State Library were added to the national serials and newspaper databases under the CONSER Program. Holdings records were also added to the national databases, which totaled 11,893 holdings records. In addition 685 headings were established for the National Cooperative Cataloging Program (NACO).

Task 10.c Use new techniques to improve library and network performance and provide access to a full range of information resources (including computerized databases).

Accomplishments

The State Library's Electronic Reference Station (ERS) brings together on the public floor a variety of automated resources for the mutual benefit of Library staff, State government and other library users. Electronic access to library catalogs of the Library of Congress, RPI, SUNY Albany, New York University and Consortium Libraries, to over two dozen optical disc databases and to more than 600 online files contributes to timely, cost-effective delivery of up-to-date information.

Optical disc offerings have nearly doubled. CD-ROM databases added to the ERS in 1990 include: American Business; Business Dateline; Index to UN Documents and Publications; MLA International Bibliography; PAIS; Economic Census (1987); Monthly Export Data; Monthly Import Data, TRI Toxic Release Inventory.

As evidence of our commitment to quality, library staff directly man the ERS most (i.e., 75 percent) of the time it is open to the public, providing individual assistance. To facilitate usage, signage was improved and an ERS fact sheet distributed. "How to" handouts (i.e., tips on search and retrieval and download procedures) are being developed.

ERS usage is up dramatically over the previous year. An automatic usage statistics generating program installed in December in lieu of manual monitoring will better enable library planners to assess user needs and to make informed decisions.

FY 1990 saw a number of significant changes that have improved the efficiency and reliability of the NYSILL telecommunications network. All communication with NYSILL transmission sites was increased from 300 or 1200 baud to 2400 baud, which greatly reduced connect time. The ancient and often unreliable automatic dialing units were replaced by a simple and less expensive 800 number dial in system. Software was written that allowed the use of many IBM compatible microcomputers as terminals for NYSILL transactions as well as the searching of CMS.

Task 10.d Provide consultant service and staff assistance for planning and development of library services.

Accomplishments

The Division of Library Development coordinated and improved services in 739 public libraries, 78 library systems, 179 libraries in institutions, 273 academic and research libraries and 1,278 special libraries. FY 1990 LSCA activity included support for the following programs:

- Provided consultant service to librarians and trustees about planning and development of library services.
- Provided special consultant and technical assistance services to approximately 185 public libraries or public library systems designated to receive funds allocated for a Special Legislative Project.
- Provided five workshops, on topics such as: a celebration of 25 years of Federal funding for libraries under LSCA, including a slide show developed by staff; libraries, technology and access—a review of the Phase II committee report *Technology & Access*; program planning and fund raising ideas for young adult programs in the humanities from "A Learning Odyssey" conference; an overview of major Library Development activities in 1989 and 1990 and the King Research, Inc. major study *Library Systems in New York State* for over 800 librarians and trustees by Library Development staff at the 1989 New York Library Association Conference. These were five of some 45 different speaking engagements, 17 conferences and workshops and 9 regional meetings conducted by staff during 1989-90.
- Assisted public libraries in meeting revised minimum public library standards.
- Held discussions throughout the State regarding recommendations of the first major study of library systems in 20 years.
- Completed a major report, *Technology & Access: The Electronic Doorway Library*, to carry out recommendations in the strategic statewide automation plan, *Libraries & Technology*.
- Continued work with the Federal State Cooperative System for Public Library Data, made possible by cooperation of the states and the National Center

for Education Statistics and the U. S. National Commission on Library and Information Science.

- Cosponsored a statewide conference for librarians and humanities scholars on Public Library humanities programming for YAs.
- Completed a major discussion paper on free direct access for public libraries.
- Made 292 consultant visits to public libraries and systems in reference to continuing library education, LSCA library projects, institution service programs, resource sharing, telecommunications, central library development, outreach programs, work with library trustees and citizens library groups and other special programs. 21,209 pieces of correspondence and 9,960 telephone contacts provided staff assistance to librarians and trustees.
- Reviewed annual applications, budgets and plans for the use of State aid for the 23 public library systems, 9 reference and research library resources systems and 46 school library systems.
- Reviewed annual applications, budgets and plans for designated aid projects for The New York Public Library Schomburg Center for Research in Black Culture and the Library for the Blind; Brooklyn, Buffalo and Erie County Public and Nassau library systems; 23 coordinated outreach services; 23 central library programs; 37 Regional Database Programs; 2 Indian Library Programs; 110 special Legislative grants; 16 public library system programs for service to inmates of State Correctional Institutions; 144 coordinated academic collection development programs; 9 hospital library service programs; and 73 conservation and preservation of research materials programs.

Task 10.e Support statewide public information programs designed to increase awareness of library services.

Accomplishments

Thirty-five press releases were prepared and distributed to the State and national public and library press. More than 30 radio, magazine and newspaper interviews were given. A new series of articles was begun in the magazine *Upstate New York*. Materials were distributed for Night of 7,000 Stars, National Library Week and ALA Legislative Day. Libraries were represented on: the State Education Department Liaison Group; the State Education Department Task Force on Training and Staff Development and other specific task forces as appropriate.

Task 10.f Seek State funds for services heavily dependent upon LSCA funds.

Accomplishments

The Regents 1990 Legislative proposal included two major sections that would have reduced State Library dependence on Federal funds. The resulting legislation provides assured funding for the New York State Library for the Blind and Visually Handicapped (an increase of $390,173 by 1993). The requested annual increase of $500,000 for the Division of Library Development for staff, which would have transferred some technical assistance staff and increased the overall staffing levels, was not approved.

EARLIER REPORTS

LSCA reports have been published each year in *The Bookmark* for more than a decade. Reports from recent years may be found in the following issues:

FY 1985 — Winter 1987 issue, pages 118-133
FY 1986 — Winter 1988 issue, pages 138-154
FY 1987 — Winter 1989 issue, pages 134-151
FY 1988 — Summer 1989 issue, pages 261-283
FY 1989 — Winter 1990 issue, pages 124-144

LIBRARIES, AMERICA 2000 AND EDUCATION REFORM

By Thomas Sobol

In New York State and across the nation we have come to understand that our well-being in a shrinking world depends upon our capacity to become a learning society. Not only our school children, but people of all ages, backgrounds and walks of life must acquire the tools and habits of learning throughout a lifetime. America's libraries have an important opportunity to help in meeting this challenge. I appreciate this opportunity, in course of the White House Conference on Library and Information Services, to talk with you about education reform, the ways in which libraries relate to it, and Federal policy and support as we prepare for the 21st century. As you might expect, I shall speak about the Federal Library Services and Construction Act and other legislation which your committees have shaped. But essentially, I will talk of vision, expectations for education and libraries and how Federal and State cooperation move us into the 21st century.

A VISION OF EDUCATION IN 2000

We decided in the New York Conference on Library and Information Services that on January 1, 2000, only the calendar will change into the new century. Whether we begin a new era depends upon what we think and do.

A new age *will* begin, however, if people of vision act to make it happen. Let me share my vision, at least in part. My vision is of a society in which everyone participates, to which each person can contribute productively, a country in which each child can take pride in his or her part and can understand and respect the parts of others. My vision is of a system of learning in which all children have the same chance, the same high level of resources available — teachers, schools, libraries, learning technologies. My vision is of an educational system in which it is possible for a child from any background to have the same high expectations for the future as any other child — where any adult can continue to learn at any level and at any age. My vision is of a democratic society that lives up to its promises and a body politic that lives up to its responsibility of citizenship. Finally, my vision is of a society which values and cultivates the activity of mind, and couples it with the outreach of heart — a *learning* society, and a *caring* society. How can we shape that society? And how do libraries and information services fit in that vision?

HOW IDEAS IN BOOKS AND LIBRARIES SHAPE CHANGE

Perhaps we should look back a decade to understand how the present came about — then we can go to work trying to shape the general direction of change, even if we cannot predict its exact form. For example, no prophet to my knowledge in 1981 predicted the profound political and economic changes which have swept the world within the past three years.

Global politics have defied the most imaginative political pundit's predictions: the realignment of political alliances; the end of Communist domination in the countries of Eastern Europe; the bloody suppression of the Chinese people's reach for individual freedoms; the beginning of the end of apartheid in South Africa without revolution, although (alas) not without bloodshed. These events burst upon us as a surprise; but in a sense, we should have known. For underlying all of these changes is the capacity of *ideas* to seep through the cracks of suppression, of *information* to slip by the watchdogs of totalitarianism. So we heard students in Tiananmen Square citing our country's founders as they built "Miss Liberty," crowds in Leipzig singing "We Shall Overcome," Nelson Mandela quoting our Constitution, and, closer to home, Polish teachers here two years ago asking for translations into their own tongue of writings on democracy. That ideas of democracy should have such power may not have been foreseen a decade ago, but Lord Acton would not have been surprised, if one judges from his work at the dawn of this century, *The History of Freedom and Other Essays*. He wrote:

> It was from America that...ideas long locked in the breast of solitary thinkers and hidden among Latin folios burst forth like a conqueror upon the world they were destined to transform, under the title of the Rights of Man...and the principle gained ground, that a nation can never abandon its fate to an authority it cannot control.

Commissioner Sobol delivered this statement to the Joint Congressional Hearing on Library and Information Services for Literacy, Productivity and Democracy on July 11, 1991.

How do ideas, especially ideas of democracy, sneak through all the traps laid to stop them? Information flies through the air with the 20th-century technologies of radio, television, and computers. But ideas still travel best with a 15th-century technology — the printed page; and the handiest, most portable, most sneakable format for that page is the book.

We want students to communi cate with other minds — not only those close by, but those across time and across space, including the best minds of our and other societies.

All the book needs, beyond a pocket to be carried in, is a person who can read, who wants to read and knows how to find the material he or she wants. In all of the recently transformed Communist states, people risked a secure — if drab — material existence for the goal of free expression of ideas — a free press, access to opposing viewpoints, ability to follow differing beliefs. Where did they get the notion that these principles were important? Largely from books, magazines, and newspapers that got across borders and were passed from hand to hand.

If we are to assure a democratic future for ourselves and our children, we cannot afford a populace easily manipulated by "sound bites," "photo-ops," and the attack of the killer political commercial. We need thoughtful absorbers of ideas, with the ability to test those ideas against competing ones and to draw wisdom from knowledge. We need readers. Real readers. Children and adults who like to use their minds. People who want to know. People who want to think. People who want to make connections between what they are reading and what they've already read, what they've already learned, what they've lived. Every real reader is a potential revolutionary — just ask Vaclav Havel. No wonder totalitarian societies don't encourage free and open libraries.

AMERICA 2000 AND NEW YORK'S NEW COMPACT FOR LEARNING

What does this vision have to do with *America 2000*? As the President said in April, "Nothing better defines what we are and what we will become than the education of our children." We share that view and, over more than a year, under the leadership of the Board of Regents, we in New York State, have developed *A New Compact for Learning* that lays out how we propose to improve public elementary, middle and secondary education results in the 1990s.

We believe that if our young people are to prosper in a world of continuing change, the depth and breadth of their education must vastly exceed anything this nation has thus far achieved. Our *Compact* embodies many of the points and strategies in the President's initiative: higher expectations and standards, making schools better and more accountable, parent involvement, lifelong learning, and community and business responsibility for helping accomplish change. But first we defined our guiding principles. We have six:

All children can learn. All children are capable of learning and contributing to society. No child should be allowed to fail.

Focus on results. Our mission is not to keep school — it is to see that children learn. The energies of all participants should be focused on achieving the desired outcomes. The essence of accountability is found in results.

Aim for mastery. Successful participation in our society requires much more than minimum competency. The curriculum, instructional methods and adult expectations must challenge students to perform at their best.

Provide the means. Every child is entitled to the resources necessary to provide a sound, basic education. The requirement is not equality of input, but equity of outcome.

Provide authority with accountability, Each participant in the educational system should have the authority to discharge effectively his or her responsibility, and each participant should be held accountable for achieving the desired results. This principle applies to all the participants — students, parents, teachers, counselors, librarians, administrators, Board of Education members, others.

Reward success and remedy failure. The existing system tends to reward those who make no waves. The times demand a system which rewards those who take risks to produce results. Occasional failure in a large and diverse system is probably unavoidable. But failure should not be permitted to persist. When it occurs, with either individuals or groups, help should be provided and the situation changed.

The essence of the *New Compact* is that the schools, alone, cannot accomplish the educational job we need. "It takes the whole village to raise a child," and the *New Compact* sets out the responsibilities of all the education players — from State and local officials and

educators to libraries, higher education, community organization, business, industry and labor. Those of libraries represent both the challenge and the opportunity of libraries in education reform.

RESPONSIBILITIES OF LIBRARIES

Never before have libraries been so important to the future of our country and to our education system. Rather than absorb masses of information that becomes outdated tomorrow, the children in our schools today must learn information and communications skills that will serve them as lifelong learners. To become such learners they must learn now to find, evaluate, analyze and synthesize information. Libraries are the laboratories for learning these skills. They offer vast possibilities for experiential, interactive learning. Our best libraries are using telecommunications and other technology so that their resources are available where they are needed — in classrooms, homes and offices.

Students who use libraries, museums and other cultural resources find more than information. They gain a sense of their past, customs, cultural and moral values and the richness and diversity of the human experience. They learn to fix themselves in the stream of time, to understand and cope with change, and to live and learn in an increasingly complex world.

The question is not only "How can we improve our schools?" but "How can we raise and educate our children better?"

Libraries enable teachers to respond effectively to the different learning styles of students. Because library collections embrace so may fields of inquiry and knowledge, they provide unique opportunities for hands-on learning and discovery. They help children develop the information and analytical skills to comprehend and interpret primary sources, to draw conclusions from evidence, and to gain insights into the past.

HELPING ACHIEVE BETTER SCHOOLS

Libraries provide those opportunities and resources in the course of their everyday business. Beyond those important services, we believe that librarians in school, public, academic and other libraries can help the schools and communities to raise and educate our children better. The president has called for "America 2000 Communities" in which the total community participates in the planning and action required to provide the schools we need. Librarians in all types of libraries (and public library trustees) can help by:

1. helping us specify the skills, knowledge and understanding which students need to acquire;
2. helping train a corps of teachers to identify and use the resources of community institutions in their teaching;
3. supplying experience as well as materials and information for in-service training in which teachers learn to use primary source materials, instructional television and the whole range of library resources;
4. helping develop the National Research and Information Network (NREN) that teacher and students need in today's world of learning.

Public and academic libraries can cooperate with the school to explore possibilities for work-study, internships or other experiences for students and teachers. They can provide learning sites and afterschool and weekend programs that prepare children to learn independently and use information effectively. Above all, schools should help children become public library users. Public libraries are the only educational institutions charged to serve all ages and conditions of persons with whatever information or knowledge they want or need. As Vartan Gregorian once said, "No one graduates from a library." Yet, without knowing how to use a library in this information-dependent world, no one should graduate from school at all.

BEYOND BASIC EDUCATION: LIBRARIES AND GREATER PROBLEMS

Libraries can play an important role, too, in addressing aspects of the complex problems of poverty, neglect, racism and educational inequity that confront our society. Today, our best libraries have family reading programs that engage parent and young children in reading together wherever families can be reached — homeless shelter, welfare hotel, rural welfare office. Their materials reflect the diversity of the community and the multicultural nature of our society. Their outreach to day care centers and private neighborhood baby sitters, assures that being "read to" is an important part of each child's day. The deeply entrenched and complex problems of poverty, racism and educational inequity cannot be solved solely through the libraries, but I do think that libraries can play an important role in addressing aspects of these Dickensian challenges to our future. The programs that are now in the best libraries must be supported and made available everywhere there is a need.

Reading is still the best way to stimulate and to satisfy hunger for knowledge. But this appetite is one that

will develop best when the essentials of life are in place; for a child, that means love, stable and attentive care, good nutrition, personal safety, well-founded hope for the future. Libraries have a role in helping people, community organizations, and government to see that these essential of life are available. Some examples;

- Public libraries help parents introduce children to their first picture books. The children's librarians, the "toddler program," and the children's story hour help parents become effective "first teachers" of their children.
- Materials and programs that reflect the diversity of the community enable both parents and children to meet other people and learn how their cultures and backgrounds are both different and similar.
- Afterschool homework corners in the public library, with volunteer older students or adults to give attention and support to children, are valuable both to the latchkey child and to the "only child" who needs to work with others.
- Partnerships with elementary schools assure that each child has a library card and has opportunities to use it.
- Public library "computer pages" — enthusiastic, outgoing high school students — help both children and adults in their experiences with using a microcomputer.

WHAT IS UNDER WAY AND WHAT IS NEEDED

All of these things, and many more, some of our librarians are doing. Librarians have developed partnerships that benefit both children and adults: partnership with day care centers, for example, or with volunteer literacy programs such as Laubach Volunteers and Literacy Volunteers of America. Libraries have close working relationships with formal literacy programs in prisons, schools, workplaces, and community colleges.

The White House Conference shows that librarians continue to strive for an understanding of the needs — not only of our users — but of those who would be users if they felt welcome, if they believed the service filled their basic needs, and if they found programs and materials relevant to their lives, ambitions, and culture. We need to be sure that librarians' education helps them develop the skills to work with people from a variety of backgrounds, with a variety of needs, including illiteracy and learning disabilities. Teacher education must also include development of more sophisticated abilities to use the myriad resources of the school library media center, the school library system, the public library, records repositories, and other learning tools. The goal, for every one of us who works with youngsters, is to help them learn how to learn independently through life, not merely to absorb what the teacher and the textbook offer.

Without knowing how to use a library in this information-dependent world, no one should graduate from school at all.

To achieve the aims of *America 2000* will entail greater support — even in difficult times like these, and perhaps *especially* in such times — for the outreach programs of libraries, for literacy programs, for youth services, for school libraries and school library systems. We need a national resolve to see that libraries become partners with schools in providing services to every child from the earliest age. To carry out that resolve, both schools and libraries must take initiatives they have not taken before.

At a time when an individual's dependence on information to be productive has never been greater, when librarians need to develop technical skills, subject-matter knowledge, and human-services abilities as never before — graduate schools of library and information sciences are closing, and a real shortage of librarians appears certain. Yet our research base depends on the quality of our great research libraries; these libraries are important to lifelong learning, to the vitality of communities and of commerce, and to the educational growth of our children. We must take action before we let erode one of the most truly democratic institutions of this democracy.

A FEDERAL RESPONSIBILITY

Your committees have shaped Federal programs that are helping libraries meet urgent needs children and adults have today. These programs are helping libraries prepare people and communities for the 21st century. Let me suggest the following ways in which you can strengthen these established, effective programs:

The Library Services and Construction Act (LSCA). LSCA should be strengthened by declaring family literacy a priority and recognizing the unique roles of libraries in an addressing the nation's problems with illiteracy. The NCES report on *The State of Mathematics Achievement* documents the correlation between the educational level of parents and the educational achievement of their children. For instance, NCES shows that the average mathematics proficiency for a

eighth-grade student with at least one parent who is a college graduate is approximately 32 points higher than that of students who reported that their neither parent graduated from high school. We are convinced that in this respect, "mathematical literacy" and "literacy" are similar. Parents are also convinced. Parents who are not good readers often enroll in a reading or literacy program because they want to read to their children.

Librarians are also convinced that adult literacy requires community attention. Four out of five public libraries responding to a Public Library Association survey reported strong commitments and actions to increase adult literacy. All public libraries would do so, with Federal and State assistance. All should do so, because they are uniquely situated in communities and neighborhoods of all sizes; they can work with schools, community colleges, volunteer organization and agencies. Some libraries are in a position to be lead agencies in addressing the scandal of illiteracy; all must be involved in the effort.

LSCA Titles VI (Library Literacy) and VIII (Library Learning Center Programs) should be made State-based, rather than discretionary, so that all LSCA literacy and family learning programs within a state can be effectively coordinated with state and local literacy efforts, regardless of sponsorship.

LSCA should include a new title for school library development and network participation. Students and teachers benefit when school libraries become "electronic doorway libraries."

Your support of an expanded LSCA Title III program (Interlibrary Cooperation and Resource Sharing) in the 1990-94 reauthorization lays the ground work for the information resource sharing needed to accomplish our vision of education in the 21st century. Much of today's learning technology began with library initiatives — Title III, which brings together all library and information center resources, provides the centerpiece for cooperation in sharing learning resources and is assisting each state in developing a statewide network or resource sharing program. Public and school libraries must be full participants in the National Research and Information Network (NREN). Because NREN and the Higher Education Act technology programs are directly related to the statewide networks, Congress should expect the NREN and HEA programs to be coordinated with LSCA Title III in each state.

Because no child, teacher or school stands alone in this complex society, and because they all need access to diverse learning resources reflective of our multicultural and interdisciplinary society, it is more important than ever to ensure that school library media centers are full partners in library networking. Our school library systems in New York State have shown how much students and teachers benefit when school libraries move toward becoming "electronic doorway libraries." Most of our schools and members of school library systems reported nearly half a million interlibrary loans in 1989-90. Yet, few of the 92,500 school library media centers in the nation belong to such systems. It is shocking that we have schools without the learning resources teachers and children need, and that these libraries are not connected to the networks that provide information teachers and children need. LSCA should include a new title for school library development and network participation.

With all we are doing to improve our libraries, the information in them is not as accessible as it must be in today's society. The West Virginia delegation at this conference has provided each of us with the "All American Library card," and we in New York State are committed to helping all libraries become "electronic doorways" to information. Our State conference endorsed an electronic library card. LSCA is helping us build the infrastructure to help people get information. You and I probably are carrying credit cards today that enable us to use telecommunications services, buy books, or place a order for a magazine subscription on the sport. How about a card that will enable the inner-city student or the rural youngster access to information in any library?

Higher Education Act. The HEA reauthorization should help academic libraries in every state expand resource sharing through an Academic Library Technology and Cooperation program to help needy institutions link to statewide and broader resource sharing networks and the NREN.

It is good that the House Appropriations Committee has proposed $5 million for Title II-B (Library Training), recognizing the shortage of librarians in the late 1990s. There is a particularly acute, and growing, shortage of librarians to work with children and youth, catalogers to work with computer-based catalogs, those with ability in several languages, and librarians with the background to work with minority communities. Our library staffs should reflect the diversity of cultures that constitute our nation. Library staffing problems are complicated by the mismatch between expensive graduate education and relatively low salaries for

librarians. The Higher Education Act should include a bold new "National Library Corps" so that no one is prevented from obtaining a library education because of a lack of financial means. The Corps would advance preparation of a new generation of library and information professional through preprofessional recruitment, low-cost loans and work-study, loan cancellations in exchange for work where most needed, and advances in graduate library education, including distance learning.

The electronic and telecommunications revolution is bring all types of libraries together, and today the future of our great research libraries is of immediate concern to people in our smallest communities. The HEA "Strengthening Research Libraries" program can make materials essential for education reform in a multicultural society available to schools through the nation.

Every social problem today is complicated by a lack of information

Libraries as Educators on Public Problems. Every social problem today is complicated by a lack of information. Poor people lose their homes because they lack the information they need to deal with unscrupulous landlords or employers. People take risks because they do not know how to protect themselves against drugs or AIDS. People cannot obtain government services that would help them help themselves because they don"t know where or how to apply. Because libraries are the community information center everywhere — in city neighborhoods and in our smallest communities — they can and do play an important part in the dissemination of information people need to do their part in addressing vital national issues.

The public library is an information source we must exploit. Congress should direct Federal agencies to use the nationwide network of public libraries and the depository library system to disseminate information people need. And Congress can establish a clear role for public libraries in educating the public about such problems as drug abuse, youth-at-risk, and consumer health, by allocation to libraries the resources they need to carry out this role. Perhaps we need an information slogan" "A dollar for program and 10 cents for information."

Each of these programs needs support. Federal dollars will always be the smallest portion of library support, because the states, communities and institutions will carry most of the burden. And relatively small increases in Federal aid will generate increases in that support. We must be honest about Federal support of education and libraries. At the time *A Nation at Risk* was published in 1983, the Federal contribution to elementary and secondary education was *nine* percent. Today, it is *six* percent. I hope that the 102nd Congress will hear the recommendations of the White House Conference, and enact the expansions and improvements needed in this sound program by strengthening the outreach, literacy, youth services, and resource sharing programs and provide the increased LSCA appropriations to carry out the job. This would demonstrate the national resolve that libraries become partners with schools in providing services to every child from the earliest age and that libraries carry through in serving all adults as lifelong learners. I believe many libraries and schools are ready to take initiatives they have not taken before. You can help them by supporting educational reform and library services that meet the goals of educational excellence we all share.

Thomas Sobol *is Commissioner of Education and President of the University of the State of New York. Commissioner Sobol made this brief statement to a Joint Congressional Hearing on Library and Information Services for Literacy, Productivity and Democracy, held by the Senate Committee on Labor and Human Resources Subcommittee on Education, Arts, and the Humanities and the House Committee on Education and Labor Subcommittee on Labor-Management Relations in Washington, DC, on July 11, 1991. Dr. Sobol was appointed Commissioner of Education by the Regents in 1987.*

We cannot improve the quality of the education we provide our children without linking schools and libraries, and to do so effectively we need a significant commitment from the Federal government.

—Thomas Sobol

The nation has become concerned with school reform. We know we must do better if we are to prepare all of our children to meet the same world-class standards as our global economic competition. In *America 2000*, the President has advanced a plan for doing so. His plan contains many of the features of our own plan in New York State, a plan we call *A New Compact for Learning*. But our *New Compact* goes further. Like *America 2000*, the *Compact* calls for school reform, and holding school practitioners accountable for achieving the desired results. But it also recognizes that schools can't do it alone, that the question is not only "How can we improve our schools?" but "How can we raise and educate our children better?" We believe that "it takes the whole village to raise a child," the resources of a community, a state and a nation should be marshalled behind children for that purpose — not only teachers and principals, but parents, grandparents, older children, social services and health agencies, community-based organizations, law enforcement, business, the media. Children do not just learn from 8:00-3:00 in 180 days of the year. They are learning all the time, and you cannot separate what and how they learn from what and how they live.

Libraries have a central role in this larger education effort. The central task of education in the information age is to prepare children to access, understand and use this information wisely. For that to happen, the information must be available.

We want all the learning resources a child might need easily available in every school, in every classroom. No more depending on the textbooks, the cart of dog-eared paperbacks, the occasional film or videotape, on what the teacher knows. We want all the accumulated knowledge of our civilization — its print, its art, its music, its film and photography, its databases accessible by each student. We want each student to be able to interact with these riches, to use his or her mind to explore, inquire, manipulate, design, imagine, analyze, and understand. We want students to communicate with other minds — not only those close by, but those across time and across space, including the best minds of our and other societies.

To have these conditions, we must integrate schools with libraries, create networks for sharing resources and information, open electronic pathways, make resources available, not only everywhere within states, but across the nation. We must have universal learning access for a learning society.

All of this is technically possible. It is within our reach. In the long run, it is not even that expensive. But it is not what we have now.

What we have now is that the libraries are closing. In my New York State, where we cannot build prisons fast enough, financial pressures have forced the closing of some public libraries and the reduction of many to providing service only two days a week.

In our cities and impoverished rural areas, where school libraries are often woefully inadequate, school children — those same school children whom we want to be first in the world in math and science by the year 2000 — have little or no place to go. Where do you send a child at 3:00 p.m., when school is out, if the library is closed? To the streets? What do you say to a child when she or he asks you why the library is locked? That you can't afford to keep it open? Is this what we mean by a learning society? Is this our vision of America in the year 2000?

In New York City last month, we had a wonderful parade. We celebrated victory in the war in the Gulf, and whatever any of us felt about the war, it was a genuinely stirring a occasion. We had a right to be proud, because we had exerted our national will, committed massive national resources, and achieved a stunning national triumph. That was Monday. On Tuesday, I visited branch libraries in lower Manhattan and in Queens, and spoke with librarians about how their clients would manage now that the libraries were closing.

I don't want to be among those in charge when they decided to win the wars and close the libraries. I suspect that you don't either. — from Commissioner Sobol's informal remarks on July 11, 1991.

A QUIET REVOLUTION AND THE FRAGILITY OF GRADUATE LIBRARY EDUCATION

By Robert Wedgeworth

The revolutionary changes in libraries and librarianship in the last three decades are rivaled only by the changes stimulated by the philanthropy of Andrew Carnegie and his foundation between 1886 and 1923. In that earlier period, Carnegie's philanthropy helped create the modern library movement by establishing public libraries and academic libraries in many communities across this nation. Arguably, no other philanthropic act in the history of our country has had such a lasting effect on the lives of the American people at the grass roots level.

The more recent period of change has been called the "quiet revolution" for, unlike the Carnegie period, the changes have been less visible, but dramatic, in impact. Thanks in part to the provisions of the Library Services Act, the Library Services and Construction Act, the Higher Education Act and the Elementary and Secondary Education Act, libraries have been transformed from local collections of primarily printed materials to a nationwide network of multimedia collections and information services connected electronically and capable of serving each individual as if he or she were on site at the Library of Congress.

Few are aware that the materials delivered to a high school student in Brooklyn for a science fair project may have been obtained from the libraries of MIT or Cal Tech. Fewer still are aware that some of the largest computer installations outside of the Pentagon do nothing 24 hours a day but record and transmit information on the holdings of libraries. This vastly expanded capability delivers library and information services in many different formats — books, journals, film, audio and video tapes, cassettes or disks, computer files, etc. The information our libraries provide is drawn from commercial sources, government agencies and nonprofit organizations all over the world. Our libraries and their resource sharing are truly a basic arsenal of democracy because they allow the individual user to choose freely that which is of interest, when it is needed.

This article is based upon a statement to the United States Senate Subcommittee on Education, Arts, and the Humanities and the House of Representative Subcommittee on Labor-Management Relations in a Joint Congressional Hearing in Washington on July 11, 1991, during the White House Conference on Library and Information Services.

THE QUALITY OF LIBRARIANS

In monitoring the status and condition of libraries and librarianship throughout the world, the one element that is perhaps unique to the United States and Canada is the quality of their librarians. Our communities have grown up together sharing goals and standards from the very beginning. This is, in large part, the result of investment in professional education.

The Carnegie philanthropy actually did two things. First, it established libraries and, secondly, it established formal professional education programs for those who would manage the new organizations. By contrast, during the most recent period of change, nearly all of the emphasis has been on transforming libraries technologically. Less than one per cent of the total funding of all the major Federal library funding program was invested in education and training. We are now looking at projections of major shortages of librarians, notably in the area of children's and school service. At a time when libraries can make the greatest contribution toward achieving the goals of *America 2000* and in stemming the growth of functional literacy, they find themselves short of staff for those very programs.

In New York State, where we have the nation's largest concentrations of library schools in the nation, we barely enroll 1,000 students in all of our graduate library education programs. As information services expand beyond the walls of libraries, there is increasing competition for graduate librarians. At Columbia, more than a third of our graduates find initial employment outside of libraries. While we value these new opportunities for our graduates, we also realize that special libraries and information centers also depend on established libraries to supplement their information resources. Unless we protect the core of our nation's library and information services, it will erode our capabilities for supporting literacy, productivity and democracy.

A MORE EXPENSIVE EDUCATION

Since the last White House Conference, library education has become a more expensive education. The range of audio, video and computerized information services required in today's library service dictates a

new technological environment in library education. In addition to media laboratories and microcomputer laboratories, some of our programs need laboratories for the research and study of paper chemistry and the preservation of other types of library materials.

Most importantly, of the 52 accredited graduate library education programs, only 23 offer the doctorate. Limited financial aid inhibits the growth of doctoral programs and this, in turn, limits the pool of potential faculty and researchers at a time when the field is at its complex level. The meager output of doctoral graduates annually must be shared with the field as many of them are recruited to head our major institutions.

The limited number of doctoral students is clearly related to the scarcity of financial aid. At Columbia we have typically enrolled six to eight new doctoral students each year. Of these, only four can usually attend full-time as we can only offer four teaching assistantships. During the past six years, we have had only one post-master's fellowship under the Higher Education Act Title II-B program.

The geographic distribution of graduate library education programs is such that large regions of the country lack a program. It is reasonable to encourage the stronger programs to develop more distance learning opportunities to deliver high quality education to those areas that need and want it. Distance education capability, however, involves an initial investment not likely to be amortized in the short run by increased enrollment fees. We need a national strategy and assistance in developing distance learning capability. Such action would be an important investment in the future of the nation.

THE NEED FOR QUALITY LIBRARIANS

Technological advances will not reduce the public's need for libraries and librarians. There will be an even greater need for libraries and librarians in the future than there is today. First, the growth of information products and services available to potential users exceeds the ability of any individual, family or even business or government agency to be self-sufficient. Delivery to the home or office via electronic means does not eliminate this problem; instead it compounds it by spreading even more thinly the services of librarians and other information professionals.

Second, every effective program aimed at enhancing literary or strengthening democracy has a grass roots component. An enormous burden is being placed on our nations's schools. Yet, in each community across the nation, there are impressive information resources than can be brought to bear again on promoting literacy and democracy, as they were for immigrant populations during the early part of this century. Typically, schools are open five or six hours daily, Monday through Friday. Libraries, when funded normally, are open nights and weekends. Given the enormous demands for resources in the fight for literacy, there is a pressing need to make more effective use of library capabilities.

Libraries in America owe only part of their success to the generous support for development of outstanding collections and services and to their isolation from the ravages of wars that have destroyed many of the great libraries throughout history. What is truly special about librarianship in this country is that we have established a tradition of cooperation and service unequalled anywhere else in the world. It is that training and tradition that made possible this latest revolution in the sharing of resources between and among institutions.

The fragility of graduate library education is due to its limitations in size and geographic coverage, and the challenge of incorporating ever more expensive technologies into its research and training programs. This fragility threatens the future of library and information services freely available to all citizens regardless of age, ability or wealth. It must be the concern of the men and women who make public policy in our nation and the states. I hope that the White House Conference and Federal legislation will produce a concentrated strategy of renewal for those institutions and individuals dedicated to preserving access to information for all.

Robert Wedgeworth *is Dean of the School of Library Service at Columbia University. Before assuming that responsibility in 1985, he was Executive Director of the American Library Association. He is a member of the Regents Advisory Council on Libraries and in 1987-89 he chaired Advisory Committee for the landmark study of library systems in New York State. Governor Cuomo appointed Dean Wedgeworth to the 1990-91 Governor's Commission on Libraries. Dean Wedgeworth was also a member of the New York State Delegation to the White House Conference on Library and Information Services. In August 1991, he was elected President of the International Federation of Library Associations. Dean Wedgeworth contributed to the Spring 1990 issue of* The Bookmark.

THE RESEARCH LIBRARY'S CONTRIBUTION TO DEMOCRACY

By Timothy S. Healy

This morning I want to limit my remarks to one kind of library, and to an important contribution that kind of library makes to democracy, not only in the United States but throughout the world. My own base is The New York Public Library, the great center at 42nd street, the Library for the Performing Arts at Lincoln Center, and the Schomburg Center for Black Culture in Harlem. The three are a world class research library, but with a special democratic grace; like the Library of Congress and unlike America's great university libraries, the charter of The New York Public Library says that its treasures are "for the free use of all the people," and this they have been for almost 100 years.

In everything I say this morning I want to talk about the place of research libraries not only in the long internal struggle to preserve democratic institutions in the United States, but in the increasingly important labor to export the dreams, ideas, and hopes of democracy to the rest of the world.

American political life is a 200-year-old conversation between the two great strands that shaped this nation at the end of the 18th century. On one hand is the logical voice of James Madison that turned the ancient Jewish and Christian nation of original sin into our Federal government's balance of power. On the other hand is the revolutionary voice of Thomas Jefferson, reminding all of us that the Tree of Liberty must at times be watered with the blood of patriots. The debate between them, at times strident and even violent, has guided the nation ever since its beginnings.

The nation's great libraries keep alive 205 years of that dialogue, make it available to each succeeding generation, and by that simple fact root each generation in the democratic consensus that makes us one. The beginning of the cure for the religious bigotry, ethnic intolerance and racism that so often divide our people is always, and only knowledge, and this we routinely offer. Another level of our work, deeper but no less successful, issues in scholarly public statements like the magnificent television series on the Civil War; an achievement unimaginable without the support of dozens of great libraries throughout the nation.

When Thomas Jefferson left the Presidency in 1809, he wrote to John Adams that he was relieved to be rid of his administrative duties, but above all that he was happy to shed the responsibility for "the only Republican form of government on the face of the earth." In the less than two centuries since that remark, look what has happened. The ideas and dreams of democracy have covered the face of the earth. Sometimes, as in the liberation of the great continent to the south of us, the rhythms of that spread were swift and agitated. At other times they dragged and seemed almost not to work. At the end of our century, democracy is spreading literally like wildfire, liberating a great slave empire which 25 years ago looked as impregnable by freedom as China remains today. If ever there was a time when our historic export of democratic ideas was needed, it is now.

Our problem is that we are systematically weakening the scholarly base of that world-shaking export. Sharp inflation in the price of books and periodicals, joined to a pattern of restricted budgets in the nation's great universities, and accompanied by a decline in the value of the dollar itself, have made it increasingly difficult for the nation's research libraries to purchase, catalog and make available materials of foreign origin and language on which our scholarship increasingly depends.

The research library is the engine room of advanced study, as it is indeed the throbbing heart of any university. What has happened is simple enough. Twenty-five years ago, 80 percent of what scholars needed for research was published in the United States. Now that figure is barely 60 percent and it is steadily going down. Increasingly American research needs foreign materials, many of them published in languages other than English.

While American universities and scholarly centers need more and more foreign books and serials, our capacity to acquire them is dwindling fast. With it will go the leadership role of American scholarship. Once we have lost it, and that's only 20 years away, getting it back will be expensive and, perhaps, impossible.

The solution is obvious, and indeed some of the machinery for it is already in place. Some 8 to 10 research libraries in the United States buy over 100,000 foreign serials a year. If government support were available to each of them in small amounts, seldom more than a million for any individual library, it would be easy for them to work with the Department of Education to avoid unneeded duplications in their foreign purchases. In addition, working with the Department, all of them could guarantee to catalog and make

such federally funded items available to users all over the nation, above all to all other university and research libraries.

America has been, at least since the second World War, the scholarly capital of the world. Few of our exports over the last 40 years have been unhindered by our trade gaps, but one is our stream of superbly trained young professionals and specialists. Our training also involves them in a close experience of democratic government and democratic institutions, which adds to the value of our export. It would be high folly now were we to put that eminence at risk, and factors beyond the control of any university or any research library are already putting it very much at risk. For its own sake and for the sake of the rest of the world, America needs to retain its outstanding chain of great research libraries. A very small investment now could guarantee that eminence for the foreseeable future.

Timothy S. Healy *is President of The New York Public Library. Dr. Healy made this statement to a Joint Congressional Hearing on Library and Information Services for Literacy, Productivity and Democracy, held by the Senate Committee on Labor and Human Resources Subcommittee on Education, Arts, and the Humanities and the House Committee on Education and Labor Subcommittee on Labor-Management Relations in Washington, DC, on July 11, 1991.*

MARY REDMOND AND NEW YORK STATE LIBRARY WIN "DOCUMENTS TO THE PEOPLE" AWARD

Mary Redmond, Principal Librarian for Legislative and Governmental Services at the New York State Library, and the New York State Library have been selected to receive the 1991 "Documents to the People" award. Presented annually since 1977, the "Documents to the People" award honors an individual or institution for effectively encouraging the use of government documents. The award includes a $2,000 stipend contributed by Congressional Information Service, a leading indexer and micropublisher of information issued by government sources. Winners are selected by a committee of the American Library Association Government Documents Round Table (GODORT).

Ms. Redmond and the New York State Library will use the money to publish the *Annotated List and Indexes of the New York State Assembly and Senate Document Series 1830-1918*. Compiled by Robert Allan Carter of the New York State Library's Legislative and Governmental Services Unit, the index will improve access to New York State Senate and Assembly documents for all researchers.

In making this award to Redmond, the GODORT Awards Committee recognizes her professional accomplishments as editor of *Documents to the People*, her work on a new manual for the New York depository libraries, and her contributions to the development of documents programs in New York as well as nationally. The committee also recognizes the New York State Library for its efforts to improve public access to New York documents, for the leadership of the library administration and for the enthusiasm of staff in improving the depository program. Marcia Meister, Chair of the GODORT Awards Committee, noted that the committee received unsolicited letters that praised Mary Redmond and the New York State Library. "We believe that the award recognizes a very deserving individual and institution and we are happy to have an opportunity to honor exceptional accomplishments," Meister said.

THE U.S. DEPARTMENT OF EDUCATION OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT, LIBRARY SERVICES AND AMERICA 2005

*The Office of Educational Research and Improvement must conduct research to enhance the capacity of libraries of all kinds to play a major role in educational improvement and to serve as one of the primary vehicles for literacy education, continuing education, and citizenship education.**

The criteria for educated citizenry in today's society have changed dramatically in the past 20 years. The flow and complexity of information is such that we must read behind today's headlines to understand the significance of ideas that are contained within computer databases, on CD-ROM, or on microfiche as well as in books. Libraries and librarians have a role to play in creating a more educated citizenry by providing the tools through which the information age can be comprehended and mastered. Libraries may serve as major vehicles for the promotion of basic literacy, information literacy, continuing education and citizenship education. As the American Library Association's Presidential Committee on Information Literacy makes clear:

> No other change in American society has offered greater challenges than the emergence of the Information Age. Information is expanding at an unprecedented rate, and enormously rapid strides are being made in the technology for storing, organizing and accessing the every growing tidal wave of information. The combined effect of these factors is an increasingly fragmented information base — large components of which are only available to people with money and/or acceptable institutional affiliations....How our country deals with the realities of the Information Age will have enormous impact on our democratic way of life and our nation's ability to compete internationally. Within America's information society, there also exists the potential of addressing many long-standing social and economic inequities. To reap such benefits, people — as individuals and as a nation — must be information literate. To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively needed information. Producing such a citizenry will require that schools and colleges appreciate and integrate the concept of information literacy into their learning programs and that they play a leadership role in equipping individuals and institutions to take advantage of the opportunities inherent within the information society.[1]

Information literacy is the foundation for all other skills in a knowledge-based economy — the one skill through which all other skills and competencies can be acquired and maintained. It is, in short, knowing how to learn.

Libraries can and must contribute towards the achievement of the National Education Goals. In particular, they can provide a vital resource for individuals for whom school has not worked or does not work. These are the very same individuals who will have to be targeted if we are to achieve school readiness, a 90 percent graduation rate and full adult literacy.

Libraries of all kinds yield greater educational value for each dollar spent than any other unit within the education structures. School, higher education, public and special libraries all have a high cost-benefits ratio. Even greater educational efficiency could be achieved rapidly by changing the Neanderthal perception of libraries harbored by education administrators. A significant part of the answer to the problem of spiraling instructional costs can be found in new usages for libraries as institutional media centers. Despite their low unit costs, full integration of libraries into curriculum and pedagogical practices will greatly improve overall educational outcomes.

For each one of the six goals enumerated by the President and the Governors, there is a clear and effective role for libraries. They can be as potent among the activities needed to achieve goal one as they more obviously are for the realization of goal five. The inspiration of goal one that all children should enter school ready to learn can be greatly enhanced by expanding the current public library services for parents and preschool children. The literacy, continuing education and citizenship support envisioned in goal five similarly could begin with an expansion of public library activities that already exist.

Libraries also have a very positive contribution to make to educational reform. They form an educational dissemination system capable of providing information to school administrators, students, parents, academi-

* Recommendation 15 in an August 1991 report prepared for the U.S. House of Representatives Subcommittee on Select Education of the Committee on Education and Labor, chaired by Representative Major R. Owens.

cians and legislators. Libraries can play a role in the expanded view of learning that has yet to be fully researched and defined. It is clear, for example, that "public libraries played a major role in the early part of the century, in assimilating children and adults into our national life."[2] Many public libraries are continuing such efforts as new waves of immigrants find their American home. However, we still know very little about what works and why. Unfortunately, to date, the efforts of the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education to exploit the full educational potential of libraries have been extremely limited.

OERI's Office of Library Programs (OLP) recently has taken a more active role in working to improve the capacity of libraries to contribute to the development of a "learning society." After a period of almost complete neglect of library issues by the Department during the early 1980s, this is certainly a welcome change, but OLP's activities have not been without problems. Where OLP has made some useful contributions — as in evaluation, assessment and dissemination — its efforts have only barely skimmed the surface of what needs to be done. In other areas, particularly research, OLP's work has been plagued by incoherence and inconsistency.

For each one of the six goals enumerated by the President and the Governors, there is a clear and effective role for libraries.

The only coordinated Federal support for research in library and information science is the Library Training and Research grant program authorized by Title II-B of the Higher Education Act and administered by the Office of Library Programs. One-third of the total appropriations for Title II-B ($976,000 in FY 91) are reserved for research and demonstrations relating to the improvement of libraries; the remaining two-thirds is used for grants for training in librarianship. Over the past several years, the Department has sought to eliminate or slash funding for even this modest initiative.

Yet, even as OLP and the Department were seeking to dismantle or cut Title II-B, the research projects it was supporting with II-B appropriations, perhaps inadvertently, were documenting the urgent need for greater research in library and information science and the inability of the field to meet this challenge without strong Federal support. Through its *Rethinking the Library in the Information Age* project, OLP identified some 130 questions in 10 key issue areas that required further research.[3] The *Rethinking the Library* project also concluded that, for a variety of reasons, including the small size of the faculties of schools of library and information science, many library practitioners' lack of training in necessary research skills, and the limited resources of the professional associations, the field was not capable of taking on this burgeoning research agenda without greater leadership from the Department.[4]

In addition to compellingly refuting OLP's calls for a reduced Federal role in library research, the *Rethinking the Library* project also made some useful recommendations for changes in the current Federal role, which, unfortunately, OLP also seems determined to ignore. In particular, it pointed to a need to reconfigure OLP's role away from the present piecemeal and passive approach of annually awarding a few modest grants to support small, discrete research projects toward a more comprehensive, catalytic approach of providing the core support needed to develop and sustain the research infrastructure that is now lacking in the field. This new kind of a Federal approach might take a number of different forms, including:

- Establishing a Library Research Roundtable consisting of representatives of professional associations, government, industry to identify priorities and coordinate and facilitate research activities by the public and private sectors. The model for this approach is the Research Roundtable of the National Academy of Sciences, which is partially funded by the National Institutes of Health, National Science Foundation, and the Departments of Agriculture, Defense and Energy.
- Providing start-up funding and ongoing, core support for a private, nonprofit "think tank" or a university-based research institute to conduct applied research in library and information science.
- Improving the research skills of library professionals by establishing training programs for practicing librarians in research methodology and statistics and developing model curricula in research methodology for use by schools of library information science.
- Providing start-up and core funding for one or more university-based centers for research in library and information science that would conduct interdisciplinary, basic research with a focus on computerized information retrieval and processing.5

Through these and other mechanisms, OLP could provide the national leadership needed to coordinate, organize and galvanize what are now scattered, unfocused and inadequately funded research efforts into a stable infrastructure that can support meaningful,

purposeful research in library and information science into the next century. The Department would not necessarily need to provide all or even most of the financial support for any of these mechanisms; additional support could be provided by industry, universities, foundations, professional associations, as well as by other Federal agencies like the National Science Foundation. But as OLP's own *Rethinking the Library* project made clear, this much-needed infrastructure will not develop without the strong national leadership that only the Department of Education can provide.

OLP has made some helpful contributions in other areas. After a long period of relative inactivity in the areas of evaluation, OLP has resumed efforts to promote research, analysis and, ultimately, greater use of standardized output measures and other potential quantitative and qualitative indicators of library performance. Though fraught with many problems if used improperly, the development and implementation of more objective evaluative measures can play an important part in maintaining accountability and improving the quality of library services, and documenting the effectiveness and efficiency of librarians. Several of the "White Papers" commissioned by OLP for its *Evaluating Federally Funded Public Library Programs* outlined additional concrete steps OLP should now take to improve the evaluation of library programs.[6]

The Office of Library Programs should establish a program of technical assistance of exemplary methodology for the administrators of exemplary library programs to facilitate their inclusion in the National Diffusion Network.

OLP has also made some useful contributions to expanding the dissemination of information about exemplary library programs. There is a clear need for a more aggressive Federal role in this area. "The states generally make no coordinated effort to disseminate information about innovative projects. News about some programs gets communicated at state and national conferences or in the professional literature. But there is no mechanism to validate the success of programs or to help other libraries replicate them."[7] In 1987, OLP, in conjunction with the National Diffusion Network, published a compilation of exemplary programs, *Check This Out: Library Program Models*, which were selected "for their unique qualities and replicability in other environments."[8] More recently, OLP has worked to determine why, despite their eligibility, no library programs are included in the National Diffusion Network. According to a paper commissioned by OLP, the chief obstacle to their inclusion is that many librarians are unfamiliar with the research methodology and complex evaluation design required by NDN's Program Effectiveness Panel. To remedy this, the paper recommended several steps OLP should take to increase the expertise of librarians in research methodology and to facilitate the inclusion of library programs in NDN.[9]

Though there is a great deal that must be done to improve OLP's research, evaluation and dissemination activities, the greater problem lies not within the Office of Library Programs but within the rest of OERI. There continues to be little recognition within the rest of OERI of the critical role that libraries have to play in making the nation's schools more effective and in developing the "learning society" we need as we move into the next century.

OERI's backward mind-set is perhaps best symbolized by the way it has allowed its own library to deteriorate over the years. A recent audit by the General Accounting Office of the Department's Research Library concluded that, in its current condition, the Library was of "limited usefulness" to Department personnel and other users in the education community. Due to inaction by OERI, the library has no overall collection development policy to guide its operations; such a policy, GAO explained, "is needed to make effective day-to-day decisions regarding the acquisition and preservation of materials that meet the needs" of the Library's users. Without a collection development policy, the Library's contemporary collections have been largely influenced by the individual interest of various Secretaries of Education and not the needs of its professional and policy personnel. As a result, key areas, such as vocational education and bilingual education, are the weakest and least comprehensive areas of the collection.[10]

OERI has also slashed real nonpersonnel funding for the Library by 62 percent since FY 80, including the funds necessary to regularly catalog and maintain the collection. Consequently, an estimated one-half of the collection is not cataloged and cannot be retrieved and used by Department personnel. In addition, another 40,000 volumes are "poorly maintained...improperly shelved and in need of rebinding and other preservation services."[11]

The same lack of vision that has caused OERI to let its own library fall into such a state of dysfunction and disrepair has also hobbled its efforts to respond effectively to the consensus call for new educational

approaches focused on promoting "information literacy." Report after report on educational reform in recent years has proclaimed the importance of reorienting our current curricula and methods of instruction to better develop the new set of skills required in a knowledge-based economy:

> The skills needed now are not routine. Our economy will be increasingly dependent on people who have a good intuitive grasp of the ways in which all kinds of physical and social systems work....Such people will have the need and the ability to learn all the time, as the knowledge required to do their work twists and turns with new challenges and the progress of science and technology. They will not come of the workplace knowing all they have to know, but knowing how to figure out what they need to know, where to get it, and how to make meaning out of it....We are describing people who have the tools they need to think for themselves, people who can act independently and with others, who can render critical judgment and contribute constructively to many enterprises, whose knowledge is wide-ranging and whose understanding runs deep.[12]

Inevitably, libraries must be central to developing these new information access skills and facilitating the lifelong learning that has become an economic imperative. "If the challenge is to learn how to learn and how to place one's learning within a broader societal and information environment, then libraries and their resources become the logical center for such learning."[13]

Unfortunately, this realization has seemingly not yet been made by senior policymakers at OERI. Little has been done by OERI to provide the leadership needed to start bridging the gap between the library and the classroom. New initiatives are needed to identify and promote the replication of exemplary curricula models that integrate regular classroom instruction with bibliographic instruction and library-based learning. Such integrative models are needed for preservice and in-service teacher training programs and at every educational level, from elementary and secondary through undergraduate and graduate education. Though this kind of initiative might be undertaken in cooperation with the Office of Library Programs, it is essential that leadership and participation come from elsewhere within OERI as well. Library professionals have been advocating and experimenting with new integrative approaches to cultivating information literacy skills for many years, often with little support or attention from other educators. They are already "converts" to the cause. What is now required is aggressive leadership by OERI to carry the message to the wider universe of educational professionals and enlist their talents and energies in meeting the challenge of providing citizens with the information literacy skills that are now necessary for success in our knowledge-based economy.

Based on the needs, concerns and suggestions outlined in this section, the following recommendations require immediate attention:

1. The Office of Library Programs should renew discussions with the field to develop plans for reconfiguring the HEA Title II-B research program to focus more on building a stable infrastructure for ongoing research in library and information science. The plan should be submitted to Congress as part of the Department's recommendations for the reauthorization of the Higher Education Act.
2. Working closely with state library agencies and the professional associations, OLP should continue to explore options for improving the evaluation and assessment of library programs. As part of this effort, OLP should act to address the need for greater expertise in evaluation methodology among state library agency personnel and local program administrators, such as through the development and dissemination of a training manual.
3. OLP should establish a program of technical assistance of exemplary methodology for the administrators of exemplary library programs to facilitate their inclusion in the National Diffusion Network.
4. OERI should immediately institute a collection development policy for the Department's Research Library that responds to the needs of Department personnel and other potential users in the education community. An action plan must also be developed to address the cataloging backlog, preservation needs of the collection, and other serious problems that GAO identified as limiting the usefulness of the library.
5. OERI should develop an information literacy initiative to promote greater integration of classroom instruction with library-based learning at every educational level. This initiative should include the identification of existing curricula models that have proven effective, a program of dissemination and replication assistance, and financial assistance to support experimentation with promising new models and methods.
6. A special allocation of funds should be provided for OLP to supplement its small staff in order to develop a master plan for research and development activities necessary to enhance the capability of public libraries to promote the fifth National Education Goal, which involves the promotion of adult literacy, continuing education and citizenship education. Public libraries have a long history of effective operation of such programs.

REFERENCES

[1] American Library Association, *Final Report of the Presidential Committee on Information Literacy*, January 1989. pp. 1-2.

[2] Dr. Mary Jo Lynch, Director of the Office for Research, American Library Association, letter to the Subcommittee on Selection Education, 2 February 1989. p. 2.

[3] Office of Library Programs, OERI, *Rethinking the Library in the Information Age*, Volume I, 1986.

[4] Office of Library Programs, OERI, *Rethinking the Library in the Information Age*, Volume III, 1986.

[5] *Rethinking*, Volume III.

[6] See, for example, Charles R. McClure, "Improving State Library Evaluation of Federal Programs," *Evaluating Federally Funded Public Library Programs*, (Washington: Office of Library Programs, OERI, 1990) pp. 39-54.

[7] Ellen Altman and Philip M. Clark, "The National Diffusion Network: Its Potential for Libraries," *Evaluating Federally Funded Public Library Programs*, p. 105.

[8] Office of Library Programs, OERI, *Check This Out: Library Program Models*, 1987.

[9] Altman and Clark, p. 106.

[10] U.S. General Accounting Office, *Department of Education Library: Actions Needed to Improve Its Usefulness*, 1991.

[11] *Department of Education Library*, 1991.

[12] Task Force on teaching as a Profession, Carnegie Forum on Education and the Economy, *A Nation Prepared: Teachers of the 21st Century*, 1986. p. 20.

[13] E. Gordon Gee and Patricia Senn Breivik, "Libraries and Learning" in *Libraries and the Search for Academic Excellence*, Metuchen, NJ, The Scarecrow Press, 1988. p. 33.

Education 2005: The Role of Research and Development in an Overwhelming Campaign for Education in America *is a report prepared for the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session, August 1991 (Serial No. 102-M; printed for the use of the Committee on Education and Labor, William D. Ford, Chairman).*

Representative Major R. Owens, *Chair of the Subcommittee on Select Education of the Committee on Education and Labor, is well-known as "The Librarian in Congress." He represents New York's 12th Congressional District. Representative Owens notes that Education 2005 is a practical set of 21 recommendations that would enable the Office of Educational Research and Improvement "to play a pivotal role in the transformation of American Education."*

FOLEY PAPERS GIVEN TO NEW YORK STATE LIBRARY

The New York State Library is happy to announce that it has become the repository for the papers of Judge James T. Foley, former Chief Judge of the United States District Court for the Northern District of New York. Judge Foley, a native of Troy, New York, practiced law, served in the U.S. Navy during World War II and was appointed by President Harry S. Truman as U.S. District Court Judge in 1949. At his appointment, he was the youngest judge serving in the Federal court.

In 1963, Foley became the Chief Judge of the Norther District of New York. At his death in August 1990, he was the Senior Judge of the district. In his distinguished career of 41 years on the Federal bench, Judge Foley presided over hundreds of civil and criminal cases and bequeathed a lasting group of decisions concerning many of the major issues during this era. The courthouse on Broadway in Albany, New York, was renamed the James T. Foley United States Courthouse in his honor in October 1988.

Judge Foley's official papers consist of briefs, decisions, notes, memoranda, correspondence and other material related to his years of judicial service.

PUBLIC LIBRARY OUTREACH SERVICES

By Joseph F. Shubert

- A single parent mother in Buffalo, NY, finds library books for her small children and gets practical information on preparing for a better job from "The Lookie Bookie" (a library van with bookshelves that visit neighborhoods in the city). Although she lives less than a mile from one of the 50 largest public libraries in the United States, she does not go to the main library because she and her children rarely leave the neighborhood in which she lives.
- A 24-year-old man, convicted of assault and theft, imprisoned in a State correctional facility some 200 miles from his family in New York City, is studying for a General Education (equivalency) Diploma and uses books from the public library. For pleasure reading, he is likely to need easy-to-read books in Spanish because he dropped out of school before learning to read well.
- Three women, each widowed, over 70 years old, living alone, and on a fixed income, find renewed interest in life when they join a senior citizens group at the public library. They find books and magazines they enjoy, make new friends and participate in group activities.
- Teenage mothers in a small town in the hills meet weekly with a young adult librarian who arranges for them to talk with adults who can help them sort our their responsibilities as mothers and as students — encouraging them to stay in school. They learn how to improve their reading, use information, and practice social and learning skills they will need as adult workers and homemakers.

These people are using libraries because their public library has reached out to them. If the library staff (often with the help of volunteers) had not done so, they probably would not be aware of how the library could serve them. Most people who use public libraries in the United States have become library users without library outreach. But for a significant portion of the population, library outreach is an important means of helping people use government services, advance in their lives, and become more productive and happier citizens.

Demographic and library user studies conducted by professional public opinion research organizations provide a profile of the "typical" adult who is a heavy user of the public library. The "Life Style Profile of the Library User" cited in the American Library Association publication, *America's Public Libraries, New Views*, describes frequent library visitors, compared to nonvisitors, as tending to be younger, female parents with children aged 6-17, college educated, employed and earning a good income.[1] The study also found that library visitors, compared to nonvisitors, tend to be confident, optimistic and involved in their communities.

There are nearly 9,000 public libraries and 6,500 branch libraries in the United States. They loan some 1.3 billion books and materials a year, an average of 5.6 per person. These libraries range in size from the huge metropolitan systems in New York City, Chicago, Los Angeles, Dallas and other major cities to community libraries in villages of fewer than 500 people. These libraries are largely locally supported and autonomous, and are not supervised or regulated by State governments in the same ways that schools and many other local government services are regulated.

Together, however, these 15,500 libraries and their 1,100 bookmobiles and reading centers constitute a remarkable constellation of educational and recreational institutions that serve almost every community in the nation. According to the U.S. Department of Education, 96 percent of the country's population has access to some measure of public library service.

Polls sponsored by the American Library Association at times over the last two decades indicate that about half of the adults in the nation use the public library at least once during the course of a year. What about those who do not use the library? Most are within reach of a public library. What responsibility do libraries undertake to make themselves useful to people who are not using the library? What is government policy on encouraging such use? How is library outreach conducted? What are its results? What makes "it work?" How is it changing?

This paper will examine some of the ways in which libraries in the United States are reaching out. Many examples will be from New York State, and the paper will describe in some detail a New York State-aided program for coordinated outreach but these kinds of service are available in many communities in the United States. Finally, the paper will suggest some ways in which library outreach services are changing.

RESPONSIBILITY LIBRARIES UNDERTAKE

Harrod's Librarians' Glossary defines outreach as "the process whereby a library service discovers the true nature of the community it serves and becomes fully involved in supporting community activities, whether or not centered on library premises."[2] Some American librarians would provide a somewhat different definition, perhaps focusing on individuals or groups of individuals, rather than "community activities," but this statement provides a good basis for this discussion. Although the term "outreach" did not come into general use in American library literature until the 1960s,[3] the service is well-rooted in generations of library history. "Bookwagons" drawn by horses in city neighborhoods preceded the bookmobiles of the 1930s. In cities, branch libraries in immigrant neighborhoods developed programs, classes, and other special helps for people learning the English language and how to live in their new country. Library directors in recent years have designed and provided outreach programs for both professional and practical reasons. Like their predecessors, they want to reach and serve more people who could benefit from using the library.

Outreach programs have grown out of both formal and informal assessments of how well and completely a public library is serving its community. Community study programs of the 1950s, advocated by the American Library Association, helped library directors, staff and boards identify neighborhoods and groups whose library use was not proportional to the total population of the community. Studies in the 1960s showed that significant numbers of people were "invisible" to library managers and policymakers. Impetus for change, including outreach, came both from such able library directors as Harold Tucker, Director of the Queens Borough Library in New York City, Clara Jones of the Detroit Public Library and Walter Curley of the Cleveland Public Library. It also came from the American Library Association members who organized the Social Responsibilities Round Table, and it was assisted by funds available under the Federal Library Services and Construction Act and the Higher Education Act.

In addition to professional concerns for serving the total community, practical and political reasons have been, and continue to be, increasingly important. Public officials who provide appropriations and policy support for public libraries may expect the library to serve broader constituencies, particularly people they represent. The 1990 enactment of the "Americans with Disabilities Act" by Congress, for instance, requires libraries to be accessible to persons with disabilities. As communities change, people from minority groups assume more influential and important political offices. They can exert pressure upon the library. As directors and library boards anticipate such expectations, their interest in library outreach increases.

GOVERNMENT POLICY ON LIBRARY OUTREACH

Library policy in most American communities is made by library boards appointed by public officials or elected by voters. Where library boards are not common, as is the case in some states, policy is made by public officials and legislative bodies. Because 81 percent of the funds supporting local public library service is from local sources because and local libraries are generally autonomous, decisions on library outreach are local decisions.

Title I of the Federal Library Services and Construction Act (LSCA), which provides some US $83 million annually in aid to public library service identifies several types of outreach purposes. These include service to disadvantaged persons, persons with physical or visual disabilities, adults who are illiterate, minorities, people with limited ability to speak English, elderly people, and "populations that would otherwise be unable to use regular library facilities."[4]

No library is required to accept LSCA funds, but the availability of the funds represents both a policy direction and a powerful incentive for libraries to develop outreach services. The LSCA funds are allocated among the states upon a formula established by the Congress and are administered by the State library agencies. Most of the funds are expended in grants that the state library agency makes to libraries for local or regional services. These grants have supported many kinds of outreach services: bookmobiles, books-by-mail for isolated people, radio reading services for blind people, imaginative services for children and adults designed to meet the needs of particular neighborhoods or groups of people. The Higher Education Act over the years has supported workshops, training programs and demonstrations of library outreach.

State aid for public libraries, which accounts for some eight percent of public library support has less influence on library outreach than does the Federal aid. Most state aid for libraries is designed to raise the general level of service and, except for the New York State library aid program, does not directly tie aid payments to outreach services. State aid per capita to public libraries varies from a few cents to more than four dollars US. Not all states have library aid programs, and in 1989 only nine of the states had per capita state aid of US $1.50 or more.

The New York State program has provided US $2.7 million annually for outreach services over the last four years. The Legislature enacted the program in 1981 as part of a comprehensive library aid program proposed by the New York State Board of Regents. The

law provides that the aid be paid on the basis of a base grant plus and additional cents per capita (of the general population served by the library) to each of the 23 public library systems.[5] The Legislature has identified eight groups of people to be served by outreach services assisted by the state funds. The groups are people who: (1) are educationally disadvantaged, (2) are members of ethnic or minority groups in need of special library services (3) are unemployed and in need of job placement assistance, (4) living in areas underserved by a library, (5) are blind, (6) have some physical disability, (7) are aged, or (8) confined in institutions (such as correctional facilities or nursing homes). The law defines coordinated outreach services as "a planned and integrated program of library services designed to identify, contact, and serve people" in these eight groups.

The law requires an advisory council and a plan of service to be approved by the Commissioner of Education. The council is to be of from five to seven members, each serving a term of three years, drawn from the groups to be served, representatives of agencies, and a director of a member library.[6] The law provides that the council "shall meet at least twice each year, shall advise the public library system and assist in the evaluation of activities in the coordinated outreach program." The system must also employ at least one full-time librarian with expertise in outreach services to administer the program. The aid to each system is now US $42,000 (designed to assure that even the smallest public library system has a full time librarian on its staff with primary responsibilities for outreach) and 10 cents per capita (to provide additional resources proportional to need, a rough measure of varied need among systems). The aid is scheduled to increase modestly over the next three years.

The words "coordinated" and "integrated" are significant because of state policy on library service. Most state aid for libraries is appropriated for systems of libraries rather than for payments to individual libraries. The State-aided public library systems enable their member libraries to provide improved services. All but two of New York State's 739 public libraries belong to public library systems. Last year the Legislature appropriated US $59 million for the systems. Most of the 23 public library systems are "cooperative systems," in which there may be as many as 65 local public libraries. Since in most instances, a cooperative system serves its member libraries, rather than the general public, the outreach program is *coordinated* inasmuch as most outreach services are provided at the local library level. The program is *integrated* since outreach services are expected to be part of the ongoing service program of the system and its member libraries.

LITERACY AS AN EXAMPLE OF LIBRARY OUTREACH

Illiteracy is a national problem in the United States, present in every state and in both rural and urban communities. Library outreach to help people learn and improve their reading skills is receiving considerable attention because of the 1991 White House Conference on Library and Information Services. Because of these facts, this paper examines outreach and services for literacy as examples of outreach programs.

The LSCA Title I (Library Services) program in every state addresses illiteracy and, in addition to the State-based Title I program, the U.S. Department of Education administers LSCA Title VI program (Literacy Services) and makes grants directly to local libraries. In 1990 the "Public Library Statistics Program" of the Public Library Association collected data on the several ways in which large public libraries offer literacy service.[7] These were:

- Provide literacy print materials for adults new readers, English-as-a-second-language learners, or tutors.
- Provide microcomputer(s) and microcomputer software to teach basic literacy skills.
- Develop and produce original literacy materials such as books, microcomputer software or audiocassettes.
- Recruit and train literacy volunteer tutors for a library-based instructional program.
- Recruit and train adult students for a library-based literacy tutoring program.
- Have space that is regularly used for literacy tutoring and adult basic education classes, or tutor training programs.
- Maintain information about literacy providers in the area in order to refer requests for literacy service or information.
- Provide library tours or orientation for literacy students, tutors or instructors.
- Participate as an active member of a literacy coalition.
- Publicize the problems of illiteracy through public hearings, information programs, library displays, etc.

More than 300 of the 355 responding libraries serving a population of 100,000 or more people reported providing materials for learners or tutors, maintaining information about literacy providers, and providing space for tutoring. Also, well over half of the responding libraries indicated they provided tours or orientation for learners or tutors/instructors, participated as active members of a literacy coalition, and publicized the

problems of illiteracy. The instances were as follows:

- Provide literacy print materials for adults new readers, English-as-a-second-language learners, or tutors — 326.
- Maintain information about literacy providers in the area in order to refer requests for literacy service or information — 312.
- Have space that is regularly used for literacy tutoring and adult basic education classes, or tutor training programs — 302.
- Provide library tours or orientation for literacy students, tutors or instructors — 279.
- Participate as an active member of a literacy coalition — 277.
- Publicize the problems of illiteracy through public hearings, information programs, library displays, etc. — 243.
- Recruit and train adult students for a library-based literacy tutoring program — 137.
- Provide microcomputer(s) and microcomputer software to teach basic literacy skills — 128.
- Recruit and train literacy volunteer tutors for a library-based instructional program — 125.
- Develop and produce original literacy materials such as books, microcomputer software or audio cassettes — 33.

The 167 responding libraries that serve populations between 10,000 and 99,000 showed a similar profile of services (the Public Library Data Program is a voluntary sharing of library statistical data contributed mostly by large public libraries, but some smaller libraries elect to participate):

- Provide literacy print materials for adults new readers, English-as-a-second-language learners, or tutors — 154.
- Have space that is regularly used for literacy tutoring and adult basic education classes, or tutor training programs — 148.
- Maintain information about literacy providers in the area in order to refer requests for literacy service or information — 146.
- Provide library tours or orientation for literacy students, tutors or instructors — 108.
- Participate as an active member of a literacy coalition — 106.
- Publicize the problems of illiteracy through public hearings, information programs, library displays, etc. — 103.
- Recruit and train literacy volunteer tutors for a library-based instructional program — 68.
- Recruit and train adult students for a library-based literacy tutoring program — 65.
- Provide microcomputer(s) and microcomputer software to teach basic literacy skills — 55.
- Develop and produce original literacy materials such as books, microcomputer software or audiocassettes — 9.

The two patterns are probably representative of more than literacy outreach efforts. Two of the three services that predominate are closest to the library's traditional mission of providing materials and information, and the third involves providing service to another agency whose program objectives coincide with those of the library.

Libraries, large and small, find that outreach service usually must address more than a single need. Adult learners in a literacy program, for instance, may also need job information services or other practical information for living and working. Often students in library-based literacy and writing classes focus on such specific goals as getting a driver's license or passing an examination for bus driver or paraprofessional home care worker. The Queens Library workshops for immigrants who are learning to live in a new country focus on such practical matters as how to shop, deal with a landlord, get a job, or start a business. The workshops also help newcomers learn about taxes, legal procedures and American society.

Some outreach programs are strengthened by making them intergenerational. Often illiterate adults want to learn to read because they want to help their children learn. Library systems in New York State have helped many member libraries organize "family literacy" services to meet this need.

WHAT ARE THE RESULTS OF LIBRARY OUTREACH?

People who use library services for the first time as a result of outreach are added to be "roster of library users." If they find their experience as users productive and satisfying, they continue to use the service and may use other library services as do other users of the library. As an example, a group of new adult learners recently was scheduled to meet at the Riverhead (NY) Library for a writing workshop; their meeting time coincided with that of a regular library program featuring a published poet; the literacy students attended and found they were "just a part of the group." Because libraries do not attempt to "track" the ways in which individual users continue to use services (unlike schools or formal adult education programs which may follow up on further study, job placement, or other activities of their students), it is difficult to document long-term results of library outreach except in

vignettes or anecdotal evidence. One of the most common examples of anecdotal evidence is in way in which people who have benefitted from library outreach services become articulate advocates of library service. They usually urge the library to obtain wide publicity on outreach services and recommend additional outreach efforts. In a hearing on "Library and Information Service for Literacy" conducted by the New York State Governor's Conference on Libraries in July 1990, literacy students urged librarians and public officials to expand literacy programs and to publicize them more widely. They made such statements as:

> "My dreams are a reality and this class at the library can help to people like me who need help."
>
> "I am proud of my accomplishments."
>
> "I'm not scared to do anything anymore."

Political leaders who have been influenced by such advocates, or who themselves have experienced the value of library service, see library services in relation to their own goals for improving opportunities for the people they represent in government. Fernando Ferrer, the President of the Bronx Borough (which includes 1.2 million residents of New York City) said it this way in November 1990:

> Some people may ask why our literacy efforts should be centered at our libraries. There are three answers to this question. First, and most obvious, is that libraries have the necessary books, periodicals and video equipment from which people can learn how to read. Moreover, branch libraries are convenient; those wishing to learn how to read do not have to travel far to do so. Second, branch libraries are community-based. Therefore, each library can tailor its literacy efforts to the needs of neighborhood residents. Library resources and activities should reflect the diverse economic, social, cultural and ethnic flavor of the communities they serve. Third, our library system is financed primarily through tax dollars, and should therefore be open an accessible to any one who lives, works or attends school in the area in which the library is located — another basic tenet of a democratic society."[8]

For most professionals, the satisfaction of having served people who need library services and were hitherto unaware of them is the greatest reward of outreach services. They take particular pride in the accomplishments of people, young and old, who have used outreach services and found them useful in achieving success in what they have undertaken (whether such undertakings are getting a job, securing a government service from a rigid and unwelcoming bureaucracy, giving a speech, making home repairs, etc.). Some testimonials are action rather than speech: Recently, as a long line of would-be students formed early in the morning at a branch of The New York Public Library where people were to register for English-as-a-second-language classes, a young couple at the head of the line asked if they could register quickly — they were being married that afternoon. About a 180 miles away, in a city of 22,000, another couple considered the Amsterdam Public Library so important to them that they asked to be married in front of the fireplace in the main reading room of the library! Librarians who believe that "information is power" find that outreach services are the means by which the library empowers people who may be most in need of advancement. Today's outreach services are means by libraries carry out a proud tradition. Richard C. Wade, distinguished urban historian and Chair of the Governor's Commission on Libraries, has written:

> For more than a century, librarians have helped prepare successive generations, especially those from abroad, for entrance into America's main stream. They have been uniquely, with the schools, the staging grounds for upward mobility. Here the language was learned, the culture absorbed, the "high tech" of each age made available. And made available to all. People come from all parts of the globe — an extravagantly rich mixture of races, religions and languages and they find in libraries a window on their new world and the tools to function in it.
>
> ...The last quarter century has witnessed a stream of immigration that approximates the numbers of nearly a century ago. These newcomers come from lands with different cultures, different languages and different skills. For the children, schools are their first exposure to American life and values; for adults libraries are the only entry into their new culture. The wide and free use of libraries eased the transition of successive waves of European immigrants into America's mainstream. They continue to perform this essential task.
>
> New York's libraries are, however, more than just homes for the newcomer. For generations they have been places where the elderly, seeking to enrich their autumn years, can safely go; they are havens for children — rich and poor alike — who seek help for school assignments or whom imagination reaches beyond the formal curriculum; they are information sets for people in all walks of life who need to know more for self improvement or idle curiosity, and they contain the wide range of ideas that the educated citizen

> can consult in making judgements on the central issues of the day. In short, libraries are not merely amenities, they are an integral part of this nation's culture.[9]

WHAT MAKES LIBRARY OUTREACH WORK?

The New York experience has shown that outreach programs work when the following conditions are present:

- Policymakers and library administrators have established a priority for outreach services, because they understand what is happening in their communities and want to see library services meet changing needs.
- The outreach program has attracted committed and skilled staff and is using that staff effectively.
- The outreach services are developed as an integral part of system and local services.
- Client groups are involved in planning, monitoring and evaluating the service.
- A reasonable amount of money is available to them. Public library system directors point out that outreach and general library services are intricately related and that the state aid does not represent the total commitment to outreach services.
- The library cooperates with other government and community organizations. Literacy services, for instance, are often coordinated with programs of schools and literacy volunteer organizations. (In New York State, the State Education Department, which funds many school and community based literacy instruction programs, expects the teaching agencies to arrange for students to visit the public library and obtain library cards.)
- Outreach techniques and sites are well-chosen. The number of location of sites varies, depending upon the nature of the program, access by potential clients and resources available. A rural system in New York State operates literacy programs at six sites because of the dispersed population; volunteer effort in that program is estimated as valued at $1.2 million annually.
- Library administrators and staff understand that outreach services are not neatly segmented. People using outreach services usually need more than one kind of library or information service.

THE FUTURE: HOW IS LIBRARY OUTREACH CHANGING AND WHAT IS AHEAD?

The *Harrod's Glossary* definition speaks of the "true nature of the community." As our communities change, (and Richard Wade has suggested only a few of the ways in which they are changing) our approach to outreach will change. I believe the library's overall needs assessment and planning will more and more be concerned with a changed community and the library's relationship with that community. Serving a community which is markedly changed demographically may require that outreach be added to the library's mission statement. In the words of Eliot Shelkrot, Librarian of the Free Library of Philadelphia, "We don't just open up the door of the library, we go to where the people are."[10] Outreach will be organized as a part of regular services, but with special connections for individualized marketing of services. Staffing outreach services will need to be addressed in the context of skills, attitudes, and capacity to meet people's needs. Some of the most effective library outreach workers have a greater commitment to the clientele they serve than they have to the library. Some of the most effective outreach workers are without the library degree and they may not identify with the overall program of the library in the same ways that other members of the library staff do. Such workers, who work best in informal settings, may find constraining the rules and procedures that are accepted as important in other parts of the library organization. Outreach workers, whether concerned with different needs or with people's needs in different settings, want different approaches, different rules.

One of the perennial questions on outreach relates to objective: Is library outreach to bring people in to the library, or serve people where they are? Outreach programs may take either course, and technology and lifestyles may lead us more to serving people where they are. Just as affluent people with microcomputers and modems can access sophisticated electronic services from their home or office workstation, the poor should be able to access library services from a neighborhood community center, kiosk, subway station, or shopping center. For some purposes both the affluent, experienced library user and the poor, new user may need to visit the library — where a mass of material or consultation of with expert librarians is what is needed. For many libraries, however, this means reappraisal of library hours. Cynthia Jenkins, Chair of the Assembly Subcommittee on Libraries, speaking of the ways in which public libraries need to serve children and their parents or caregivers, says:

> Remember that many parents have little time because they are working as well as raising children. A lot of the kids can't come to the library because of the hours. By the time the parents pick the kids up, the libraries are closed. The library closes at 5 o'clock or 5:30. That's too early in the city. Weekday and daytime hours no longer fit the lifestyle of many families. Our

hours are wrong. Those 9 to 5 hours were all right when women didn't work.

Even if the libraries have to close two other days of the week, they should be open on Saturday and Sunday. The library can really help both the parent and the child if it is open on the weekend when the parent is not working and not so rushed. If the library has to choose only one weekend day, then use Sundays. Saturday is a shopping day, a cleaning day, and all that. On Sunday people can relax a little, and get to the library.[11]

Technology should change many aspects of outreach work because it makes services building-independent. It can make library services more immediately available to people who may not find it easy to visit the library. Twentieth century telecommunications technology raises for library policymakers the question of how fully they have used 19th century telephone technology to extend library services, particularly in rural areas. For persons with disabilities, technology will make it possible to use libraries in much the same way as other people use them. For all of us, technology is making information more accessible and available in ways more closely tailored to our needs of the moment. Technology is making it possible for more people — children and adults regardless of disability or disadvantage — to enter the main stream of society. Libraries have an opportunity and an obligation to assess their resources, services and facilities for such access.

The final dimension of changing outreach services is the need to tie in with other government and volunteer agency services. American Library Association leaders in a September 1989 statement on the roles of the Federal government in library services advocated that "Congress direct federal agencies to use the nationwide network of public libraries as well as the depository library system to disseminate information people need to address and solve critical national problems." In a parallel recommendation they asked Congress to "allocate to public libraries a percentage of the funds appropriated to address such pressing national concerns as drug abuse, literacy, youth at risk, and an aging population."[12]

The most difficult challenges that lie ahead may be in dealing with the high per capita cost of providing outreach services, finding ways to keep the best outreach staff and engage all staff members as in the teamwork required to accomplishing outreach mission, developing better ways of quantifying and reporting the results of outreach services, and making creative use of the technology that is changing our lives and the lives of our clients. We face such challenges because outreach is worth the effort. In the words of Carol Sheffer, Library Development Specialist at the New York State Library and program officer for the Coordinated Outreach Program:

Homeless children and new immigrants in New York City are learning that their libraries care about them. Older adults in the Adirondacks are less isolated because large-print books are available to them. Bookmobiles reach families in the Southern Tier. New York's libraries are making a difference.[13]

POSTSCRIPT

This paper has focused on public library outreach to people who are part of the population the library is expected to serve but who have not been using the library as fully as the general population. Therefore they are not directly benefitting from library services through which the members of the (library-using) population are advancing themselves economically, educationally, and culturally in today's information society. Also, because they may not use other educational and social services (often because they lack the power to access and use such services) these nonusers are likely to be unable to participate fully in democratic society and are therefore severely disadvantaged.

At the close of my presentation May 11, I was asked about outreach by university and college libraries to disadvantaged populations. Some institutions of higher education in the U.S. are experimenting with various ways of reaching out to a community beyond students, faculty, and others viewed as part of the "university community." The university may use outreach as means of reducing tension between the university and the neighborhood because it is located is a neighborhood with serious social problems. Universities increasingly recognize a social responsibility to improve the schools or even businesses in their community (in some cases to identify and encourage promising children who should continue their education beyond high school).

As a part of a college or university, the library observes both the mission and goals of that college or university, and its own mission and goals. The degree to which the academic library can participate effectively in neighborhood outreach will inevitably depend upon its objectives and resources and how its mission is defined or redefined. Some questions that immediately come to mind:

How does a specific outreach program relate to the library and its mission?

Will participation in an outreach program

diminish, enhance, or have no effect on the library's ability to serve the students, faculty and other clientele which it is committed to serve?

Are the college library's collections and resources such that they can be useful to the community without reducing services to the library's primary clientele?

What kinds of public library outreach are available or possible and how might the college or university library relate to those outreach services?

How can the library staff help put university resources in touch with the public library and other organizations involved in community partnerships? (For instance, library staff might help identify university faculty members who could help the public library and others cooperating in outreach by providing their unique backgrounds, skills and knowledge to improve the outreach service.)

Earlier, I quoted Richard Wade, Chairman of the Governor's Committee on Libraries. Dr. Wade has also noted:

> Exact figures [on adult illiteracy] are elusive, but private and public calculations place the figure at least 25 million and probably much more. The consequence is that nearly one in five adults lives outside of the information society, not only unable to qualify for a job but are unable to read a want ad or fill out an application.[14]

I share Dr. Wade's belief that literacy and public library services can provide a way into the information society. The academic library staff may do its best work in outreach by facilitating public library participation in the outreach programs in which the university is exercising leadership (or seeking leadership). The public library may well have the materials, services and experience that will be needed by people who need to become confident and successful lifelong learners if they are to function effectively in the information society.

REFERENCES

1 *America's Libraries, New Views*, Chicago, American Library Association Public Information Office, 1988. p. 9.

2 *Harrod's Librarians's Glossary of Terms Used in Librarianship, Documentation and the Book Crafts and Reference Book*, compiled by R. Prytherch, 6th edition, Gower Publishing Co. Ltd., 1987.

3 The term appeared as a "see reference" in *Library Literature* for the first time in 1971.

4 The Federal Library and Services and Construction Act (20 U.S. Code 351 et. seq.) has six "titles" (or parts) currently funded: Titles I (Library Services) US$83.9 million; II (Public Library Construction) US$19.2 million; III (Interlibrary Cooperation and Resource Sharing) US$19.9 million, IV (Indian Library Services) 2 percent of Title I, II and III; V (Foreign Language Materials) 4US$.9 million; and VI (Literacy Services) US$8.2 million. There is no appropriation as yet for other titles enacted in 1990.

5 New York State *Education Law*. Chapter 273, Section 1, subdivision h.

6 An interesting profile of an advisory council appears on pages 160-161 of *Portraits of Library Service to People with Disabilities*, by Eunice Lovejoy. Boston:G. K. Hall, 1990. 270p.

7 Public Library Data Service, Statistical Report '90, prepared by the Public Library Association, a Division of the American Library Association. Chicago, Public Library Association/American Library Association, 1991. (A fuller list of such services appears on p. 43 of the *Library Journal* for January 1991, headed "A New Year's Literacy Checklist.")

8 "Clarifying and Defining Library Services," an address by Fernando Ferrer at the New York State Governor's Conference on Library and Information Services, November 28, 1990, Fernando Ferrer.

9 "Steps into the 1990s" by Richard C. Wade, in *The Bookmark*, Spring 1990, v. 48, n. 3. Albany: New York State Library. p.158.

10 Interview, April 14, 1991.

11 "Powerful Partners — Discovery and Democracy", an interview with Cynthia Jenkins and Anne E. Simon in *The Bookmark*, v.49, n.1, Fall 1990. p.7.

12 *Public Library Services for a Diverse People: The Roles of the Federal Government, a Position Paper.* (developed at a meeting in Chicago, September 21-24, 1989) Chicago: American Library Association, 1990.

13 *Coordinated Outreach Services, 1989 Narrative Reports*. Albany: New York State Library Division of Library Development, July 1990. p.1.

14 *Platform of the New York State Delegation to the White House Conference on Library and Information Services*, Albany: New York State Library, May 1991, p.i.

AN IDEAL PLATFORM: TECHNOLOGY FOR LIBRARIES

By Corinne Wightman, Coordinator, Oneida County BOCES School Library System

"We are the only species on the planet, so far as we know, to have invented a communal memory stored neither in our genes nor in our brains. The warehouse of that memory is called a library." — *Carl Sagan*, Cosmos

"We are drowning in information and starved by knowledge." — *John Naisbitt*, Megatrends

"Librarians are working with standards ahead of everyone else." — *Richard M. Helms, Chief Architect, Image Systems Management, IBM*

"My idea of the ideal classroom of the 1990s, or any period, is one in which each student gets individual attention and is taught at his natural speed and according to his natural bent. This cannot be done without access to a computerized library." — *Isaac Asimov*

"With their mission of organizing information and serving users, libraries are an ideal platform for broad-based technology development and implementation." — *Lloyd G. Waterhouse, V.P., Academic Information Systems, IBM*

These quotations lead me to two major points. One is that libraries, all types of libraries, are educational institutions. The other is that technology is critical to the storage and retrieval of information in general, not just for libraries. In fact, assisting libraries to establish information technology standards is likely to benefit other agencies and businesses in the years to come.

LIBRARIES

To many of us, the word "library" conjures up the Carnegie building downtown with its stacks of books and quiet reading rooms. We give lip service to the fact that libraries collectively store the accumulation of civilization's knowledge, the sum total of which is now doubling every five years. Think about it: everything civilization has learned since the beginning of time is doubling and then doubling again every five years! Somehow we need to deal with this data and how to store it so that it can be retrieved again as needed. Our libraries are built not only on the premise of retrieval of information, but retrieving it basically for "free" to the citizenry of a democracy.

Information has become a commodity to be bought and sold in the marketplace. Competition for access to information will drive the cost just as it does with any other commodity. Indeed, the company that can gather, evaluate and synthesize information ahead of its rivals will have the competitive advantage. Continued government support at all levels — Federal, state and local — is critical if libraries are to remain the only place where the general public can gather information for as near to "free" as possible.

Libraries have been called the poor man's university. Today, we in education talk about "lifelong learners" and give credence to the role public libraries play in our society from preschool programs to adult literacy. In addition to the familiar local public library, libraries exist in schools, colleges, hospitals and corporations. They support the curriculum in schools and the work, products or services of our hospitals, courts and businesses.

Today's libraries no longer contain only books. They count audiovisual resources, microfiche, optical discs and electronic media within their collections. Users of libraries range from students working on homework assignments in the school library, college professors studying the latest work of research scientists, small businesses checking the specifications necessary to bid on a job opportunity, to the local homeowner reviewing information on recycling at the public library.

While we can't stereotype libraries or their users, what they have in common is a mission to give their patrons the information they need in the most cost effective, efficient manner possible. Librarians in all libraries, but especially in our public libraries, perform this service without questioning the patron's purpose, status, education or ability to pay.

In New York State, the library community and the legislature have had the foresight to develop infrastructures to link the various types of libraries; to encourage sharing of resources, both financial and informational; and to foster the use of technology to deliver information efficiently to the people. New York's library systems — public, school and reference and research library resources systems — provide both the procedures and linkages through which *all* New Yorkers can reach the totality of information resources in

the State. The information age continues to place an ever increasing burden on us all to continue to deliver information to the consumer. The State's investment in library systems and in advanced technologies has reached a critical point. If New York State is to proceed as a leader into the next century, we must embrace technology for libraries.

TECHNOLOGY

Technology in libraries may seem, at first, to be a contradiction in terms. I assure you it is not. Long before the first mainframes or minicomputers began appearing in the home offices of U.S. corporations, librarians were working with computer scientists to develop the standards to carry information across hardware and software yet to be developed. Standards conceived in the 1960s now make it possible to house a school library's "card catalog" on a desktop microcomputer or on a compact disc. These same standards make tens of thousands "electronic" interlibrary loans across the State's data networks a daily occurrence.

As the cost of mass data storage declines and the speed of microprocessors increases, information networks will begin to ease the physical requirements for storing documents in filing cabinets or as books on shelves. Advances in optical technology and electronic imaging already make it possible to store an entire encyclopedia on a compact disc. In fact, much of today's information is created electronically by virtue of the word processor. Storing it and accessing that information electronically are natural byproducts. The library — public, school or corporation — may well become less of a "place to go" but, rather, an access point to information for patrons using personal computers. Libraries will become information storehouses without walls, invisibly linking data networks that are transparent to the user.

Let me illustrate from my own perspective at the Oneida County BOCES School Library System. In the past six years, we have created an electronic database of over 100,000 school library resources according to international library standards. Through the TNT network and a few keystrokes, I can literally "see" the resources of 2 academic libraries, 40 public libraries in the Mid-York Library System and 100 plus school libraries in 3 BOCES. I can also access the New York State Film/Video database listing instructional resource holdings from BOCES across the State.

Advances in technology and successful delivery of services have also created an appetite for information among the students, teachers and administrators I serve. I have witnessed interlibrary loan requests within my own BOCES multiply from several hundred in 1985 to over 12,000 last year. Ten percent of these loans are filled by nonschool libraries through the State network of library systems. In addition, I perform well over 100 online database searches annually, almost one per day for every day school is in session. None of this would have been possible without State funding and access to technology. As a teacher and school librarian, I cannot agree more emphatically with the need to support libraries and technology than with Isaac Asimov's quote regarding the ideal classroom of the 1990s.

Long before the first mainframes or minicomputers began appearing in the home offices of U.S. corporations, librarians were working with computer scientists to develop the standards to carry information across hardware and software yet to be developed.

While much of technology's latest capabilities are daily news occurrences, practicality insists that none of it will be useful without standards. The free marketplace encourages the development of competing technologies. Many librarians, like their counterparts in the corporate world, must deal with multiple, incompatible systems of hardware and software. Librarians, to their benefit, have always insisted upon the adoption of standards that transcend proprietary vendors and, in fact, their standards have preceded the development of new storage media or telecommunications protocols. The information technologies being explored by libraries today are likely to serve as models in the years to come. As Lloyd G. Waterhouse said, "With their mission of organizing information and serving users, libraries are an ideal platform for broad-based technology development and implementation." This perspective suggests six points:

First, we must recognize that libraries of all types have an educational mission and must be adequately supported. In fact, libraries are among the most cost-efficient publicly supported agencies anywhere.

Second, New York State has established three types of library systems which function, together with the State Library, as the statewide library network. Using technology and the library infrastructure already in place, the

statewide library network, today, has the capability to deliver information to a patron in almost any library of the State — academic, school, public or other. The statewide library network is estimated to save the State $3 for every $1 in support. The State has an obligation to continue to support and expand this network of library systems.

Third, libraries serve their patrons equally and without restriction. Technology based in a library or library system provides the greatest possible access for the least dollar amount. The school library is a good example of how a school can provide access to computer technology across both grade levels and content areas.

Fourth, priority should be given to continued database building by the State's libraries and expansion of the State's data networks so that resources already owned can become more accessible.

Fifth, libraries need financial support to continue exploring emerging technologies and their applications to information storage and retrieval.

Finally, continued development of library-based technology standards for information should be encouraged and supported at the State agency level.

Advances in technology will not stop. Libraries, like business and individuals, must "hop on the train" or be left at the station. New York State, a pioneer in the development and support of its libraries and library systems, cannot afford to be left behind.

Corinne C. Wightman *is Coordinator of School Library System Services at Oneida County BOCES. She serves on the Regents Advisory Council for Libraries and is the New York Library Association representative to the Consortium for Learning Technologies. She gave this statement to the New York State Senate Education Committee during the Learning Technologies Fair Legislative Forum on February 25, 1991.*

NEW YORK STATE LIBRARY ANNOUNCES RESEARCH RESIDENCY AWARDS FOR 1991

Carole F. Huxley, Deputy Commissioner for Cultural Education in the State Education Department, recently announced the names of the New York State Library's Research Residency Award winners for 1991. The awards provide research residents with special research privileges at the library. Through its Research Residency awards, the State Library promotes the use of the Library's resources for scholarly research, encourages the work of individual researchers and affirms the partnership between libraries and the scholarly community.

The Research Residents for 1991 are:

- George Gmelch, Union College, to research the changes in baseball over the last three decades and interpret the underlying social and cultural issues reflected by the changes in our national sport;
- Kenneth John Myers, Middlebury College, for his interpretation of culture and environmental consciousness through the development of America's affection for, and interest in, collecting Catskill Mountains landscape art in the late 18th and 19th centuries;
- Carol Sheriff, Yale University, for research on the economic "revolution" fostered by the Erie Canal, and its impact on the society and culture of antebellum New York; and
- Robert B. Winowitch, Lake Grove, New York, for a study of the troops from the Empire State who fought for the Continental Army during the Revolutionary War.

THE IMAGINATION CELEBRATION IS "SEEKING NEW HORIZONS" IN 1992

By Stephen Partisano

The 1992 Imagination Celebration theme is "Seeking New Horizons." This theme recognizes the 500th anniversary of Columbus' world-changing visit to the Americas and the undying spirit of exploration. It is designed to be both a cultural and personal tribute to our need to grow beyond our present knowledge.

The 1992 Celebration continues a tradition of linking to important milestones in our history and key elements in the school curriculum. The Imagination Celebration is a celebration of creativity; a celebration of each individual's unique talents; an expression of the art and beauty in us all.

Several hundred thousand children participated in the 1991 Celebration, "Uniquely New York." By tying into the schools' curriculum, the theme also encouraged children across the State to learn more about the wide diversity and unique aspects of their home state.

THE GORGEOUS MOSAIC

As is characteristic of the Imagination Celebration, the hundreds of events and projects in 1992 Celebrations will constitute a marvelous constellation of activities. One of the most exciting is the Gorgeous Mosaic Project, a component of the Christopher Columbus Quincentenary Celebration.

The Gorgeous Mosaic Project is the creation of Charles Grossman, who is also the founder of The Children's Atelier (an education foundation). Children will create portraits on two-inch squares of poster board. A couple of hundred of these individual pieces are then combined on larger panels; the panels are then combined to produce large works containing thousands of pictures blending into a "gorgeous mosaic."

This art project, designed by art educator Mark Gura, will provide a simple, inexpensive way for the children of the State to take an active part in the Quincentenary. By creating a two-inch square that is then integrated into the larger mosaic, each child is able to see how wonderful diversity and uniqueness can be when integrated into the "big picture."

Buffalo was the first site to get involved with the Gorgeous Mosaic. This wonderful project will be taken up by most of the sites and become the centerpiece of the Imagination Celebration's Quincentenary offerings.

ALBANY AND THE ACTING COMPANY

Following the tradition that Vivienne Anderson established in the State Celebration in Albany, Director Karen Phillips will bring a new and exciting performance event to the Capital region. In cooperation with the Kennedy Center Imagination Celebration, the State Celebration will host The Acting Company in March 1992. The internationally renowned Acting Company, founded by John Houseman and Margot Harley, will provide, with the assistance of area professionals, student workshops on many aspects of drama production and a specially designed instructional performance.

In addition, there will be evening performances of "A Midsummer Night's Dream." Then, in May and June, students from area schools will be treated to two weeks of intensive programming in the State Museum. Thousands of students will once again come to the Museum where the 10th Imaginarium fills its halls with the wonders that artists lend to this magnificent museum.

THE BINGHAMTON QUEST

Building on the "tried and true," Binghamton is once again planning for "Quest." The Quest, a museum hunt where parents and kids solve puzzles together, will be based on the Celebration's theme "Seeking New Horizons" and will guide participants on an imaginative journey of exploration and discovery at Otsiningo Park on May 9.

THE BRONX

Imagination Celebration — Bronx '92 will be a grand collaboration among schools, families and community organizations around the Borough where participants will create paintings, drawings, poems, posters, murals, plays and much more. In all, there will be more than 200 events and activities in the Bronx.

MANHATTAN

Manhattan, with its school-based and non-profit arts programs, will provide many personal and multicultural opportunities that will, for example, provide a better understanding of all the cultures that were affected by or

developed with Columbus' voyages. Murals, puppets and illustrated books will be the vehicles to visually stimulate the understanding of this heritage to students.

NIAGARA FALLS, PLATTSBURGH, LONG ISLAND, SYRACUSE AND OTHERS

The Niagara Falls site will hold a 1992 Architecture Awareness Program from January through May. Plattsburgh will continue its wonderful coffee houses. Suffolk will once again hold its six-week festival. A new event there this year will be an exhibit of the culturally deprived student art projects from eight school districts that participated in the in-school Journey Project of discovery chests and classroom artist workshops. The Hauppauge School District will host this exhibit.

Syracuse will celebrate the arts as a powerful means of communication, a road to lifelong learning and enjoyment. Finally, Westchester's Celebration will culminate on May 31 with a countywide family event held in conjunction with a bike-a-thon for the arts and Marathon II, a celebration of the music that has been brought to America and has influenced American music.

THE 10TH YEAR

In 1992, the New York State Imagination Celebration will mark its 10th year of encouraging the youth of our State to exercise their powers to dream, to create and to grow, as it continues its mission of fostering arts in education. The Celebration was founded by Vivienne Anderson, a woman of extraordinary talent and vision, who passed away on August 31, 1991. Dr. Anderson, whose article in the Fall 1990 issue of *The Bookmark* outlined the development of the Celebration, has willed to the children of this State a marvelous gift in the program which now reaches hundreds of thousands of children, families and educators each year — more than a million participations annually.

The Celebration provides programming in music, dance, theater, visual arts, poetry, storytelling, inventing, creative and journalistic writing, videography, holography, puppetry and magic. The Celebration reaches into every kindergarten through 12th grade with its three statewide programs — Creative Writing Opportunity, Invention Convention and Imaginative Images — but its 10 regional sites provide far more detailed, year-long opportunities to the communities they serve. Replication Sites include Binghamton, Buffalo, the Bronx, Manhattan, Niagara Falls, Plattsburgh, Suffolk County, Syracuse and Westchester County.

For the past five years, these Celebrations have joined with 11 other states throughout the nation to provide an extensive variety of dynamic arts-in-education activities for students, educators, families and the general public. New York State's Imagination Celebrations, with Governor and Mrs. Mario M. Cuomo as Honorary Chairs, are sponsored by the New York State Legislature, the John F. Kennedy Center for the Performing Arts in Washington, D.C., and its affiliate, the New York State Alliance for Arts Education.

Honorary Committee of State Legislators

The Senate

The Assembly

THE KENNEDY CENTER CONNECTION

When Congress designated the Kennedy Center the Nation's Cultural Center in 1964, it mandated that this cultural institution provide "programs for children and youth...designed specifically for their participation, education and recreation." By 1977, the Imagination Celebration became a major nationwide program designed to fulfill this mandate of Congress. The first Albany Celebration took place in 1983. Each year, Governor and Mrs. Mario M. Cuomo personally host a full day of the Celebration, "The Governor's Children's Very Special Arts Festival," at the Executive Mansion in Albany. With bipartisan support, the New York State Senate and Assembly are cosponsors. Key leaders of the New York State Legislature comprise the Alliance's Honorary Committee of State Legislators. These leaders are extremely supportive of the growing statewide Imagination Celebration Program. Without their ongoing affirmation, the Celebration could not reach out to so many.

Through the years, the Celebration has served as a vehicle to help the schools and teachers of the State promote good, solid education. Its themes have helped to make learning fun and full of wonder. Three years ago, in conjunction with the New York State Commission on the Bicentennial of the United States Constitution, the Celebration concentrated on the Constitution using the theme "Liberty and Justice for All." After a year of in-school arts projects under the Mini Celebration program, a beautiful work, *Through the Eyes of Children: "Liberty and Justice for All,"* was produced. This booklet, which showed what the children of our State thought of the Constitution and this wonderful land in which we live, serves as a lasting testament to a strong and free country that values its youth and believes in a strong educational system.

Two years ago, "The Magic of Books" theme engaged schools and libraries in reaching children in imaginative programs to enkindle a love and respect for the written word. That theme coincided with the work of the Governor's Commission on Libraries, and the Imagination Celebration was an effective sparkplug for both the national "Night of 1,000 Stars" and New York State's "Night of 7,000 Stars." These events were designed to highlight the importance of reading throughout the nation and to remind the citizens of this State of the wonders contained in its 7,000 libraries. During that "Year of the Book," what better way was there for children to develop a love for books than by creating their own books — books written with their own magic words, pictures and ideas; books on paper of their own creation; books cut and pasted to pop up and bring their stories to life! The Imagination Celebration in 1991 helped expand the Night of 7,000 Stars/Great New York ReadAloud in which more than 400,000 adults and children participated.

The 1992 Imagination Celebration, "Seeking New Horizons," like those of 1991 and earlier years, will spark imaginations and insure that the arts continue to remain visible and fun.

Stephen Partisano *is the Director of the New York State Imagination Celebrations. He is a former Assistant Superintendent of Schools for the Albany Diocese. Dr. Partisano is also a computer and education consultant and the author of several commercial computer programs. His major work is The Electric Administrator, a MS-DOS-based computerized school administrative software package.*

CLARIFICATION ON ROSENDALE

Wendy Alexander, Director of the Rosendale Library, asked that *The Bookmark* include the following statement on Joseph Eastee's article, "Why Public Library Districts?" on pages 132-4 of the Winter 1991 issue: The annual budget request of the library is not submitted to the Rosendale Town Board; rather, the proposed budget is voted on each September by the registered voters of the town. The library's intent to become an independently funded entity, separate from the authority of the Town Board, was the essential ingredient and impetus for the formation of the Special District.

COMING IN *The Bookmark*

The next issue of *The Bookmark*, edited by Betty Morris, Associate Professor at the Palmer School of Library and Information Science at Long Island University, C.W. Post Campus, will describe changes taking place in school library media services. Titled "School Library Media Program Connections for Learning," it will examine changes taking place in schools and the expanded environment in which school library media programs operate today. The Winter 1992 issue will report on electronic doorway library developments in New York State, and the Spring 1992 issue will examine "Libraries, Users and Copyright: Proprietary Rights and Wrongs."

RECENT ISSUES

Spring 1991	Family History Resources	Spring 1989	Uncovering Information: Subject Access to Information
Winter 1991	Clarifying and Defining Library Services	Winter 1989	Libraries in the Tradition of Freedom of Expression
Fall 1990	Imagination and the Magic of Libraries	Fall 1988	Serving Business in an Information Economy
Summer 1990	Law Library Service in the 1990s	Summer 1988	Outreach Services
Spring 1990	Conference Briefs	Spring 1988	Youth Services
Winter 1990	New York Library Association Centennial	Winter 1988	Libraries and Technology
Fall 1989	Library and Information Science Education for an Information Society	Fall 1987	Bibliographic Instruction
Summer 1989	Perspectives 1989	Summer 1987	The Public Library Trustee and Changing Community Needs

Please enter my subscription to *The Bookmark* for:

☐ one year *$15* ☐ two years *$28*

My check for $_____ payable to The New York State Library is enclosed.
Please mail *The Bookmark* to:

NAME .....

ADDRESS .....

CITY/STATE .....

ZIP CODE .....

Return subscription and check to:

Bookmark Subscriptions
New York State Library
Albany, New York 12230

The New York State Library is a primary repository for publications pertaining to the history and development of New York State and would appreciate notification from librarians, authors and historical societies of publications available by purchase or gift. Correspondence should be directed to: Humanities Reference Service, New York State Library, Cultural Education Center, Albany, NY 12230.

All articles in *The Bookmark* are published on the authority of the authors. They do not necessarily reflect the opinion of the editor or the policy of The State Education Department.

Reproduction of articles from *The Bookmark* for educational use, with appropriate attribution of source, is permitted, except that permission to reproduce copyrighted articles must be obtained from the copyright holder identified on the first page of the article.

Credits: In addition to others credited elsewhere in this issue, the following persons helped make this issue possible: Andrew Mace, Editorial Assistant; and Myra Albert, who helped with editorial work.